

SECTION 1 - LETTER OF INTEREST

Request for Qualifications/Proposal for a Management Partner

Response from: Schools Cubed

Pati Montgomery, Chief Educational Officer

patimontgomery@schoolscubed.com

(303) 981-6119

8732 Dunraven St

Arvada, CO 8007

www.schoolscubed.com

Schools Cubed is an educational consulting group that takes under-performing schools and works with district and school leaders to create self-sustaining, highachieving school systems. We focus on the three S's: **Systems**, **Structures** and **Strategies**.

Strong **systems** help ensure that teachers/district personnel collaborate effectively and are backed by the data they need to measure progress and performance. Successful schools and districts are built on efficient **structures** that, whether at the school level or district level, are designed toward maximizing learning, instructional time and enhanced use of human resources. Finally, high-performing schools know and use research-based instructional **strategies** to achieve exceptionally high outcomes for students.

Years of experience has taught us that these are the key ingredients we find in all highly-performing schools. There are no magic bullets in school improvement. It takes hard work to establish these effective systems, structures and strategies.

Schools Cubed began in 2014 and was founded by Pati Montgomery. Pati began the company after 27 years as a special education teacher, principal at the elementary and middle school levels as well as a district leader, and at the state department of education. During her experience in public education she was able to turn around many of the state's lowest performing schools as well as implementing state initiatives. She was the Executive Director of Literacy for the Colorado Department of Education where she was responsible for the implementation of the READ Act.

Ms. Montgomery is the lead author of the book, *A Principal's Primer for Raising Reading Achievement*. The literacy practices outlined in this book have been put into place across the nation. *A Principal's Primer for Raising Reading Achievement* was the basis of training for all elementary principals in the state of Mississippi—where in 2012, NAEP 4th grade scores indicated 21% of students were proficient. In 2014, one year after all principals were trained in literacy best practices outlined in a "*Principal's Primer*," the state's 3rd grade reading assessment indicated that 90% of students scored at the pass rate. Mississippi continues to outpace the rest of our nation's schools regarding student growth on state assessments and that work has been documented in the American Public Media broadcast available at, <https://www.apmreports.org/story/2018/09/10/hard-words-why-american-kids-arent-being-taught-to-read>.

Over the past 4 years, Schools Cubed has grown from collaborating with individual schools to districts and state departments of education. At each level, the success rate has been outstanding and sustainable.

Because of our founder's broad reach and extensive partnerships in education, our firm has continued to expand its areas of expertise. To further enhance the performance of school districts we provide consultation in the areas of, social/emotional, behavior and school-wide discipline plans, special education and 504 compliance, preschool, biliteracy, human resources—diversity hiring and, community satisfaction.

In 2016 Schools Cubed became the educational consulting firm for one of the lowest performing schools designated as a "Focus School," in the state of Missouri. In the 2017-18 school year, the district contracted with our firm to begin district-wide turnaround work at all levels. In this project, we collaborate with the school board, district leadership, school leaders and teachers. A very similar project to that outlined in this RFQ.

In just 3 years, the original elementary school—Matthews Elementary-- has been removed from Focus School designation. In just one year the district results on 33 state assessments results have been tremendous. Detailed information on state assessments is provided within the response to this RFQ. Further, the Missouri Department of Elementary and Secondary Education along with the National Center for Systemic Improvement has recognized Matthews Elementary for its significant improvement.

Schools Cubed has also collaborated with the Utah Board of Education to offer Leadership Literacy Institutes. These institutes are offered to both elementary and secondary school leaders in the state on best practices for increased literacy outcomes. This institute has become one of the most popular offered by that state's department of education.

In 2018 Utah implemented legislation that required all districts to meet literacy outcomes for K-2 students. Schools Cubed collaborated with the Utah Board of Education to create and provide required professional development for all districts in the state. This professional development guided districts on specific strategies to increase literacy outcomes in grades K-2. Though results are not yet available, the Utah Board of Education believes they will see, at minimum, an increase of 6% of students in these respective grades attaining benchmark on early literacy measures—in just the first year of a state-wide implementation.

As mentioned, our success is based on creating highly effective systems and structures in schools/districts and ensuring the use of proven, research-based strategies. Our approach as an external management partner with Adams 14 will be the same. Schools Cubed has developed performance rubrics that align with the research of highly-effective schools. These rubrics establish a framework to guide the work for school improvement.

During this school year, Schools Cubed has provided principal coaching to each of the elementary schools in Adams 14. Our firm has a proven track record in "coaching up" school personnel to be highly effective. Further, we have collaborated with the district to begin implementing a research-based core reading program that will begin to ensure all students are taught the foundational skills of reading. We have also begun to implement intensive interventions for those students reading below grade level.

As in other districts that we have worked with, principal coaching is a beginning. However, the best rate of success is when we have the opportunity to work with all levels and facets of a school district. Ensuring that the local school board, district personnel, school leaders and the community are collaborating on a shared vision not only creates focus, it creates successful school systems that we believe is the outcome Adams 14 desires.

Section 2—Experience and Qualifications

1. Proposed Personnel



Pati Montgomery is our Chief Educational Officer and will be the lead for this project. As stated in Section 1 Letter of Interest, Ms. Montgomery has a vast background in education which includes, as a teacher and an administrator in schools with underserved populations, special education administrator, author, national educational consultant specializing in principal and school leadership development, collaborator with State Departments of Education as well as teacher effectiveness and union-management collaboration teams. Previously, she was the Executive Director of Literacy for the Colorado Department of Education where she was responsible for the implementation of the READ Act. Pati has worked with school principals and superintendents across the country on effective school practices. Her work is steeped in the belief that ALL students can attain high achievement and focuses on school populations comprised of highly diverse learners. To attain such, administrators must use educational research to ensure they are using proven and evidence-based practices that will increase school effectiveness. Pati Montgomery is the lead author of the book entitled, *The Principal's Primer for Raising Reading Achievement*. The book is a guide for principals and school leaders that highlights efficient systems and structures necessary for school-wide improvement in performance.



Antonio A. Fierro, Ed.D.

Dr. Fierro will serve as the primary/lead consultant and will provide professional development in Biliteracy and English Language Development.

Antonio A. Fierro, Ed.D. is a former Texas State Teacher of the Year and currently a member of a national cohort of literacy consultants led by Dr. Louisa Moats. Dr. Fierro has over 25 years of experience in the field of education having served as an early childhood ESL/Bilingual teacher, a district ESL/Bilingual specialist, campus and district administrator, a state master trainer of the Texas Reading Academies, and a senior reading analyst with Reading First. Dr. Fierro has been a contributing author to several literacy curricula focusing on instruction for the English learner and the foundational skills of reading. His areas of interest include early childhood education, literacy instruction, and research and practices that impact students learning English as a second language. Dr. Fierro is also dedicated to advancing the knowledge base and understanding of dyslexia and other reading disabilities as his teenage son is severely dyslexic.



Fred Davis is an accomplished professional with experience as a senior leader.

His achievements progress towards organizational Strategic Planning, Human Resources Leadership, Program Development, Business Development and progressive Diversity & Inclusion Initiatives.

Frederick acquired his bachelor's degree at Colorado State University where he was a three-year letterman in football, and he received his master's degree from San Francisco State University.

Frederick has worked with three Fortune 500 companies as part of their Human Resources and Global Diversity & Inclusion teams. He also has an extensive background in both K-12 and higher education as well as non-profit senior leadership.

As part of his education experience, Frederick has worked four years as a secondary high school counselor in Colorado and was director of 4 Student Services departments at Tacoma Community College in Tacoma, Washington (Multicultural Student Services, Tutoring Services, Outreach Services and the campus Foundation's First-Generation Scholarship Retention Program). In addition, he has served as adjunct faculty at two other colleges where he has taught courses in Ethnic Studies, African American History, Black Thought and Culture, The Civil Rights Movement and Multicultural Counseling.

His educational background, work experience, drive, passion and leadership skills are the consistent qualities where Frederick has developed a strong reputation.



Polly Ortiz-Lutz

Dr. Polly Ortiz Lutz is a seasoned educational leader, whose career has spanned 30 years. Previously, she was the Director of Special Education/504 Compliance Officer for more than two decades for Jefferson County Public Schools. JEFFCO has 85,000 students and 9,000 students with IEP's. Polly has held administrative positions in public schools, universities, hospitals/clinics and federal government settings. Dr. Lutz' is also a trained mediator through the Colorado Bar Association. Teams report that Dr. Ortiz Lutz is strength based and child focused. Her calm professional style and experience as a licensed school psychologist is helpful in facilitating challenging meetings. She takes the mystery out of the IDEA and the 504 process, services and implementation. Her trainings are engaging and ignite conversations between schools and parents. She has also provided professional development to educators in the area of 504 Compliance and IDEA processes and meeting facilitation. Polly is an expert in using Restorative Practices

(RP) to address human relationships, ensure equity and mediate more positive collaboration in the future. Dr. Ortiz Lutz has proven to be a creative problem solver improving outcomes for all children and youth. Polly has a particular area of specialization with high-risk youth as well as crisis response and trauma.

Dr. Lutz will act as the primary consultant and provide any necessary professional development in the role of IDEA and 504 Compliance.



Riley Robert Hawkins received his undergraduate degree in education from the University of Kentucky in 1980 and a master's degree in Social Work in 1995. Hawkins was drafted by the Oakland Raiders in 1979. The experience as a professional athlete lead to his belief in personal resilience, which he continues to develop in students daily. He has worked in various fields of human services with families and children including child protection, outpatient therapy and juvenile probation. Mr. Hawkins was awarded the Outstanding Contribution to Diversity in 2005 from Jefferson County Public Schools he also received the Wayne Carle Award for Outstanding Contributions to Diversity & Equity in 2011 from Jefferson County Public Schools and was named the Colorado Social Worker of the year in 2013

Mr. Hawkins has 28 years of direct experience supporting the needs of low-income adolescents and their parents who have been impacted by violence, mental health issues, substance abuse, poverty, gang involvement and failure at school as both a juvenile probation officer and social worker. He currently serves on the Jefferson County Education Board of Directors of Jefferson County Education Association as the Ethnic Minority Outreach Chairman.

Robert Hawkins has developed numerous programs for students which include: Y.U.M.I.T. (Young Urban Men in Training), B.A.S.E (Basics Athlete Support and Education). Robert Hawkins established the SPIN Foundation in 2003 and the accompanying Positive Spin Magazine written for kids and by kids which promotes positive issues for today's youth. Other programs have included developing a step team, DJ Positive Spin (radio and engineering), Positive Spin Drama Club, Street Cred program, a character education and ethics program for Social Emotional Learners.

Robert will serve as the primary/lead consultant and provide professional development in social emotional education.

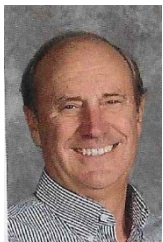


Dr. Lucy Hart Paulson, Ed.D., CCC-SLP has spent her career focused on young children's language, literacy, and social-emotional development as well as learning challenges they may experience. Dr. Paulson is a nationally certified speech-language pathologist with years of experience working in a variety of early childhood settings including public schools, Head Start, preschool centers, and university programs. She has provided instruction and intervention for young students and their families, interacted with their teachers in collaborative and co-teaching opportunities, and served in administrative

capacities. At the university level, Dr. Paulson was an associate professor in the Department of Communicative Sciences and Disorders at the University of Montana providing instruction at undergraduate and graduate levels in language and literacy development, disorders, and intervention for young children. Her research agenda focused on early literacy development with connections to oral language and social emotional learning. She also served as department chair of this newly established program guiding and achieving national accreditation and recognition.

In addition, Dr. Paulson has provided extensive professional development for early childhood educators across the country and internationally. The content is based on scientific research and the evidence supporting best practice framed within a broad-based perspective on effective, developmentally appropriate, engaging, and playful language-based literacy learning for all children. Dr. Paulson is the lead author of three resource publications designed for early childhood educators, blending areas of language, literacy, and social-emotional learning. These include *Language Essentials for Teachers of Reading and Spelling (LETRS) for Early Childhood Educators, 2nd Edition*, *Building Early Literacy and Language Skills*, a resource and activity guide for young children, and *Good Talking Words*, a social communication skills program for preschool and kindergarten.

Dr. Hart-Paulson will serve as the primary/lead consultant and provide professional development in Early Childhood Education.



Loren Huwa has worked in education for over 30 years with experience in grades K-12. For the past 9 years he has been the principal at South Lakewood Elementary in Lakewood, Colorado. While Mr. Huwa has been the principal at South Lakewood, his school has been recognized for the work they have done with diverse populations by the National PTA with the Jan Harp Domene Award for Diversity and Inclusion. This award is presented to one elementary school in the

nation every year. Jefferson County Public Schools awarded South Lakewood the Wayne Carle Diversity award in 2017 for their continued work with students with diverse backgrounds. In 2016 the Colorado Department of Education recognized South Lakewood Elementary as a High Achieving school because of the success of the students in all areas, and particularly for those students who have been identified and placed on an IEP, minority students, students who are on free and reduced lunch programs and, students who are designated as English Language Learners. Mr. Huwa has also expanded his training in safety and security. This includes FEMA trainings, CPI, FASTER training for school staff and leadership, and has received recognition for having safety protocols in place at his schools that are used by numerous schools in the district.

Donna Bright is a 25-year veteran educator committed to student success through high quality literacy instruction. Donna has worked as a special educator, reading specialist, coach, master teacher, and state level principal consultant and manager focused on literacy. She has worked with leaders and teachers across the state of



Colorado focusing on alignment of literacy data, and evidence based-practices, to support all readers. Her background in Deaf Education and linguistics paved the path to a professional career focused on scientifically-based reading instruction. She believes passionately all students deserve high quality instruction resulting in the ability to read. Donna believes literacy rates in our nation are a moral and social justice issue we have the ability to change.



Jill Hafey has a passion for student achievement and leading teachers to the next level. She is a 20-year veteran in the profession of education, currently leading, inspiring, and coaching at Sunset Elementary as the building Principal. Jill has a bachelor's degree in Elementary Teaching from Mesa State University and a master's degree in Educational Leadership from Walden University. She is a strong believer in servant leadership, all students can learn, and building growth mindsets among her staff, students, and families. Jill does not shy away from hard work and loves challenges. She does not allow for excuses to cloud reality, seeks first to understand, and builds a team to tackle the task at hand. She has designed and implemented systems that move teachers and students to the next level of learning. Jill Hafey has led her staff in earning the Colorado Governor's Distinguished Improvement Award and continues to work with her staff and district to maintain student growth. She has been named the 2018 Outstanding Administrative Leadership in Reading Award from CCIRA. Jill is a life-long learner, an avid reader, and an active member on district committees (Strategic Planning, Technology...). During her free time, Mrs. Hafey enjoys riding her horse to mountain lakes, running, and taking care of her family of 7.

2. Process for Added Capacity

Schools Cubed will rely on a similar process, as outlined in this Adams 14 School District RFQ, to identify any additional team members or organizations to support this work. We will look to their experience, their understanding of the local, state and national context, their ability to complete the work and to a proven track record of success. Additionally—we will assure that their approach to learning is research-based. Further, we will work with the district leadership of Adams 14 to determine whether the organization is a good match for our partnership.

3. Organizational Experience

Schools Cubed is a small yet accomplished, locally-based company with a strong, successful track record in turnaround implementation. There are many “turnaround” organizations available for this work but, we strongly believe we separate ourselves from typical, generic, one size-fits-all companies. Our experience indicates that the work must fit with the client, not that the client must fit with the company.

Our team is comprised of both local and national experts in their fields. This “team,” as designed specifically for the needs of Adams 14, is 89% minority and/or female, understands the needs of Adams 14, and relies only on research-based strategies. Our approach is to meld into the district, work side-by-side as a partner toward successful outcomes and, work diligently and aggressively to remove the district from Turnaround Status.

We strongly believe in “coaching-up” the existing personnel. Our Chief Educational Officer is available 24/7. At present, Schools Cubed is contracting with the and Adams 14 and understands the work that needs to be done. Currently, we have implemented a K-2 reading program that will ensure students have the foundational reading skills necessary to decipher state outcome assessments. We have begun to implement much needed, highly effective research-based interventions in each elementary school. We have established relationships with the district leadership and the school level leadership.

Schools Cubed has a proven track record to not just “improve” the educational outcomes for schools and districts of under-served students but, put them on the “map” as exemplary school districts. Our work includes state-wide projects in Mississippi, Arizona, and Utah. Our work in Utah has included planning, designing and training principals in a Literacy Institute for School Leadership for both the elementary and secondary levels. This institute teaches and guides principals and district personnel through the process of how to implement the necessary systems and structures that effectuate increased student outcomes. These institutes are offered by the Utah Board of Education and are at capacity quickly.

We have dramatically changed the outcomes for schools and districts in Colorado and Missouri. The schools and districts that we have served are typically 90-100% eligible for free and/or reduced lunch, have large ELL populations, as well as significant mobility and mental health concerns.

Below is a data snapshot of one school that has worked with Schools Cubed for the past 3 years. This diagram documents the very real data that has moved this school out of Focus School status in 3 years. Further, this school is being recognized by the state of Missouri as a Model School and by The National Center for Systemic Improvements.

Schools Cubed began working with Matthews Elementary in 2016. You can see the dramatic results that have occurred each year since. The top graph indicates the school’s MAP Performance Index (MPI) for 5 years. The bottom graph indicates that the needed MPI target of 25.1% to be removed from Focus School status, has clearly been exceeded.

Focus School Supporting Data - 2018

Below is the AGP in the areas of English Language Arts and Math

Focus School Supporting Data

Matthews	2014	2015	2016	2017	2018
ELA	13.7	26.8	54.5	40	55
Math	25.5	5.4	14.5	30	42
Building Average	19.6	16.1	34.5	35	48.5

Matthews: 3 Year	2016	2017	2018	3 Year Total
ELA	54.5	40	55	49.8
Math	14.5	30	42	28.8
Combined	Exit Target 25.1%			39.3 %

For the past 3 years the state of Missouri has used and/or developed **different** assessments to measure student outcomes, making it difficult to draw a direct correlation from one year to the next on subtests found within the Missouri Assessment Program. However, after just one year of the New Madrid County School District and working with Schools Cubed, significant differences are starting to emerge. In this one year, the Annual Performance Report from the state indicates an 18-percentage point increase. The highest the district has ever seen.

Comparative data to the state results of MAP for the same year and because it is a new assessment, is based on the loss seen by the state on each of the subtests. In other words, the state had an average loss of 22 percentage points from the 2016-17 MAP results to the 2017-18 results. In New Madrid Central County School District however, of 33 assessments, 21 increased, 5 stayed the same and 7 regressed. In each of the assessments that regressed, we can identify the issue such as teacher on leave, principal on leave, and so forth.

As supported by the International Literacy Association and found within this link, <file:///C:/Users/13039/Documents/ila-exploring-the-2017-naep-reading-results.pdf>, effective educational programming is more than just the quality of classroom instruction. It is also dependent upon the systems and structures that are put into place.

Our founder, Pati Montgomery, was the former Executive Director of Literacy for the Colorado Department of Education. During her tenure she vetted literally 100s of educational curricula in the area of reading. Using evidence-based research as the criterion, she has devised a checklist to identify the most rigorous and effective curriculum for students. This checklist will also be available in the 2nd edition of her book, *A Principal's Primer for Raising*

Reading Achievement, (in print). As noted by Dylan Wiliam in, *Creating the Schools Our Children Need*, “a knowledge-rich curriculum is essential.”

At the NAEP release, a panel of superintendents of large, urban districts with improved NAEP scores emphasized the importance of district and school organization in improving performance. These panelists spoke of how coordinated efforts within their districts and schools were at the heart of the improvement they had seen and acknowledged the significant role of district and school leadership, funding, community engagement, and formative assessment in bringing about improved performance.

Our previous experience and formula for success is not limited to the elementary levels. We understand the desperate situation of Adams City High School and are confident we will find success there as well.

Schools Cubed approach in previous secondary settings is: 1. Create strong systems and structures; 2. Implement highly-effective interventions for ALL children reading below grade level; 3. Provide professional development to ALL teachers in content literacy; 4. Create strong tutoring programs in standards focused content; 5. Develop a comprehensive assessment plan that includes formative assessments and measurements toward the state standards; 6. Coach-up the building leadership team.

It is these coordinated efforts—the systems and structures within schools and districts- that exemplify the work of Schools Cubed in New Madrid County and that have led to our success. We hope to create these organizational systems that are so desperately needed in Adams 14 to improve student achievement.

When working on such turnaround projects we believe it is imperative to collaborate with ALL levels of the school district. Our past and on-going experience has proven that collaborating with the local school board, district level leadership, school leadership, teachers, ancillary personnel and the community, is the ONLY way to truly achieve success. There must be a shared vision that all stakeholders are working toward. Further, there must be a collective understanding of how to create the schools that the children of Adams 14 so desperately deserve.

As in New Madrid County School District, Adams 14 solution to improving the education for their students requires smart decisions from stakeholders about what will make the difference in their schools.

To aide Adams 14 in making smart decisions about their educational programming, Schools Cubed has devised and uses a battery of rubrics/matrices that aligns with the research on effective and highly successful school systems. Each rubric has numerous domains and are in the areas of quality instruction, interventions, ELL students, community and family involvement, school-wide discipline, assessment, collaboration, data-based decision making, professional development and human resources. These matrices act as a framework that will guide the district to design and analyze their educational programming. Our experience has shown that using these as a framework, aligns the district and school buildings toward a

common focus and vision. We have included a sample domain in the appendix of this proposal.

These rubrics developed by Pati Montgomery, are based on the research of highly-effective schools and have and/or are being used by countless schools and districts across the country. Portions remain in effect by The CDE Office of Literacy for the implementation of their Early Literacy Grant Program.

As discussed earlier in this response, Schools Cubed is currently working with both the district leadership of Adams 14 and the school leadership at the elementary levels. In other schools and districts Schools Cubed has worked closely-- in a side-by-side manner--with superintendents, directors of special education, local boards of education, and instructional personnel to ensure that there is a common focus and alignment to increased student achievement.

In working in New Madrid County School District (NMCC), Schools Cubed has worked with the local school board to prioritize need, develop a strategic plan, create guiding principles and develop a vision for the district. We meet regularly to discuss our progress on the strategic plan, analyze the educational programming and monitor the progress—using data—of each school. We meet in person with the board six times per year and are available by phone conferencing for the remaining meetings.

We have also worked closely on recommending with the local board of education and superintendent on issues about the retention of and removal of necessary school personnel. In cases of dismissal or classroom openings, we have devised plans that ensure the least amount of disruption possible to remaining schools within the district while at the same time allowing for the most effective approach.

For the past two years Schools Cubed has created and analyzed satisfaction surveys in New Madrid County School District for the stakeholder groups of Community, Personnel, Parents, and Students. The outcomes of these surveys are then used as a tool to guide the future work in the district. The Community Survey outcomes are used to develop further outreach strategies that can be used by both the superintendent and local school board.

4. Organizational Structure

As mentioned, Pati Montgomery is the Chief Educational Officer and leads the work of Schools Cubed. National Consultants in Biliteracy and English Language Learners, Preschool Education, School-Wide Behavior Structures and School Safety, Social and Emotional Supports and Curriculum, Special Education and 504 Compliance and Human Resources will be the next level of the implementation team. Additionally, principal coaches for each of the schools are also the next level of the organizational structure. Kim Ryan is the executive assistant to Schools Cubed.

5. Organizational Theory of Action and Implementation

Our approach to school reform is two-fold: increase the reading ability of students in the schools, thereby increasing outcomes on state mandated assessments and, provide educators by coaching principals with efficient systems, structures and highly-effective, research-based instructional strategies.

To that end, fundamentally as an organization we have two Theories of Action:

1. *If you create highly efficient systems and structures at both the school and district level that promote collaboration, allow for data-based decision making, utilize human resources effectively, maximize instructional time, engage the community, and provide a knowledge-rich curriculum, **as well as ensuring that teachers and school leaders understand and are able to use research-based instructional strategies** and coach school/district leadership on the research of highly-effective schools, then what is produced is a motivated culture in which ALL children learn.*

Strategies for implementing our organizations theory of action are based on the components from the National Implementation Research Networks National Implementation Hub <https://nirn.fpg.unc.edu/> and include:

- How is each department/school functioning relative to the research of highly effective schools in their use of —Instruction, Assessment, Data-Based Decision Making, Professional Development, Community and Family Involvement, Collaboration, Safe and Orderly Environment, Time and Human Resources?
 - o Audits and school and/or department diagnostics will be used to determine implementation status. The diagnostics are based on the matrices/rubrics developed for each in the above areas
- Interview each school site to receive input of ease of use between their needs and district office policies and procedures to uncover implementation challenges.
- Based on both the diagnostic process and interview process, determine and establish department and school goals.
- Create manageable, action steps for improvement for each central office department.
- Work with each schools' principal consultant and school leaders to create manageable, action steps for improvement for each school's goals
- Progress monitor monthly the work of each department and school against the established goal and action steps.
- When progress monitoring is not ensuring the results desired, identify other potential key challenges to the implementation.
 - o Work with appropriate personnel/department/school to create strategies to improve the situation/performance

- o Provide added assistance to the personnel/department/school
 - Have a consistent cycle of Plan, Do, Study, Act
2. *If students can read proficiently at each grade level then they will improve their results on the state's outcome assessments, ultimately showing gains in the districts school performance framework as well as students having the most fundamental skill for a successful future.*

Our implementation for this Theory of Action is:

- Provide building principals and district leadership with professional development in:
 - o How Children Learn to Read— for both monolingual and bilingual students
 - o Assessments
 - o Quality Universal Instruction
 - o Data-Analysis and Decision Making
 - o Quality Interventions
 - o Building Collaborative Teams
- Provide ALL teachers with professional development in:
 - o How Children Learn to Read—both monolingual and bilingual students
 - o Assessments
 - o Providing Quality Universal Instruction
 - o Provide Quality Instructional Strategies in the area of English Language Learners
 - o Content literacy at the secondary levels
- Coach principals in quality universal literacy instruction
- Coach principals to create highly effective systems and structures that create high literacy outcomes
- Coach principals in providing highly-effective feedback to teachers that aligns with the Colorado Teachers Evaluation Rubric
- Progress monitor literacy outcomes monthly in each and every school
- Use a data-based decision-making process that identifies the progress of each students playing particular attention to the trends of all subgroups of students
- Acquire core reading materials in grade K-2 so that children have a research-based scope and sequence of instruction in the foundational skills of reading —has been completed
- Implement highly-effective research-based interventions for every child that is reading below grade level at every K-12 building—has been completed in K-5
- Increase tutoring opportunities at the high school to ensure state standards are met and mastered
- Ensure that each buildings' instructional coach is highly trained and knowledgeable in How Children Learn to Read
- Ensure that each secondary buildings' instructional coach is highly trained in content literacy

- Ensure that each buildings' instructional coach is highly trained and knowledgeable in ELL strategies
- Have a consistent cycle of Plan, Do, Study, Act

Regarding the implementation of these theories of action, each is steeped in research. The systems and structures that will be implemented in each school are aligned with the research on highly-effective schools. The reading instruction is based on the most current and robust research on How Children Learn to Read and what we do when they don't. Further, the content literacy routines for each area of discipline at the secondary level enhance each student's ability to master the standards.

Our experience indicates that many educators and school leaders believe they understand and know research-based strategies for instructional purposes, yet time and time again implementation efforts fail. Far too often local school boards and district leaders have simply not become critical consumers of educational research. Further, failure is often a by-product of a lack of consistent implementation.

A part of our Chief Educational Officer's national professional development to educators is developing their consumer savviness about research-based strategies and materials. Schools Cubed can assure Adams 14 that not only will highly-effective research-based strategies be used, the entire district will become critical consumers of educational research.

Additionally, Adams 14 is unique and has their own sets of challenges. With that in mind, Schools Cubed believes strongly in an additional Theory of Action that speaks to a cultural change within the district. It is as follows:

3. *If there is a collective trust between all stakeholder groups that are a part of Adams 14 it will play a pertinent role in effective operations and goal achievement.*

Implementation toward this Theory of Action regarding collective trust will include:

- Provide trust surveys to each stakeholder group
- Analyze trust surveys
- Establish key components of trust in each school and department and in interfacing with the community

Incorporate the following principles of trust from, *Collective Trust: Why Schools Can't Improve Without it* (Forsythe, 2011)

1. Leadership generates collective trust.
 - a. Make authentic behavior and openness habits of action.
 - b. Stamp out artificiality and game playing.
2. Organizational structure influences collective trust.
 - a. Build enabling school structures.
 - b. Avoid structural features that restrain and hinder.
3. School innovation and reform require collective trust
 - a. Make trust the linchpin of school reform
 - b. Use social support to create and nurture trust.
4. Trust, efficacy, and academic emphasis create a synergistic sense of academic optimism.

- a. Forge a culture of academic optimism.
 - b. Treat academic optimism as an investment in persistence, resilience, and achievement.
5. Positive and productive social interaction requires collective trust.
 - a. Infuse trust as a persistent theme in the life of schools.
 - b. Guard against any action that erodes trust.
6. Collective trust is salient for student achievement.
 - a. Build collective trust as a platform for efficacy, optimism, parental outreach, professional community, and high expectations.
 - b. Earn the trust of parents and students.
7. Collective trust requires risk taking and vulnerability.
 - a. Demonstrate benevolence, reliability, honesty, openness, and competence.
 - b. Eschew secrecy and deal making.
8. Collective trust enhances cooperation.
 - a. Establish the community as a partner in school affairs.
 - b. Confirm collaborative and professional behavior as the norm.
9. Collective trust shapes social capital and social action.
 - a. Create and support authentic reciprocal interactions.
 - b. Use social capital to promote school conditions that enhance student achievement.

Schools Cubed has multiple facets of experience in working and engaging with the community. We have 3 years of experience in creating and analyzing Community Satisfaction Surveys. Typically, these surveys are given at the end of each year. Specific areas that are analyzed are instructional value, trust toward the district, collaboration, and safety.

Analysis of the surveys then generate specific action steps for improvement in each of the areas. Action steps are created for both the superintendent and the local school boards. Consistency with questioning and survey items remain the same to establish either positive or negative trends.

Building Leadership Teams are a part of the collaborative matrix/rubric for each school's performance framework. Building Leadership Teams—a team of teachers, classified and administrative personnel as well as a parent representative become an integral part of each school.

Community and School Engagement are also a part of each school's performance framework. Below is a snapshot of the **minimal** expectations for each school regarding Community and Family Involvement.

Community and Family Involvement: Community and family involvement contributes to the social, emotional, physical, academic, and occupational growth of children. Successful involvement is dependent on collaboration among youth, families, schools, businesses, and agencies.		
Evaluation Criteria	Documentation of Evidence	0=Not in place 1=Partially in place

		2=Fully in place
1. The instructional goals of the school are effectively communicated to parents and other stakeholders in the community in a manner that parents and stakeholders are able to understand.		
2. Parents and community members are engaged as partners in ways that are culturally and linguistically responsive.		
3. Parents are regularly informed of educational expectations of their students and are updated on individual student progress toward meeting those expectations.		
4. Parents of students with any educational difficulties are updated on progress regularly.		
5. Families and community members are welcomed as partners to maximize student learning.		
6. Local resources that support educational/instructional activities are recognized and encouraged.		
Total:		

Ultimately, school turnaround is difficult work and each district has their own sets of challenges. In New Madrid County School District, a very rural part of the country, finding adequately trained educators has been a very large problem. We have had to develop strategies for building capacity within the district to create a ready supply of teachers as needed. We have conquered this by developing partnerships with the local universities to encourage the placement of student teachers and then ultimately into the teaching system. We have also worked with the local university on partnerships with alternative certifications for our paraprofessional force.

6. Understanding of National, State, and Local Context

Our Chief Educational Officer Pati Montgomery, spent the last two years of her public career working at The Colorado Department of Education as the Executive Director of Literacy from 2012 to 2014. This work has provided her with an extensive background in understanding the state's educational landscape. The principal coaches who are working with or will be working with the principals in each of Adams 14 schools have been principals of schools in the state of Colorado or are previous employees of The Colorado Department of Education. As coaches or

employees of the state's department of education they have all written their own accountability plans or have reviewed numerous accountability plans throughout the state.

Further, as former employees of the state's department of education we are fully aware of the nature of local control as it applies in Colorado. In the past, we have also had meetings with former superintendents, directors of assessment and other various members of this district leadership encouraging them to go in a different direction regarding instructional practices for Adams 14. Because of our earlier roles, we have been keenly aware of the District's Turnaround efforts over the last 6 of the 8 years on Turnaround Status and hold unique insights into why some practices have failed. Because of our current work within the District, we also feel like we hold a rare position regarding what work needs to happen going forward and ensuring the continuation of the recent implementations.

Proudly, our firm is 89% minority and/or female. Schools Cubed has truly gathered the best and the brightest in the nation to provide services to Adams 14. As our consultants' bios show, each comes with an outstanding background and years of expertise. Our entire team has ONLY worked in schools that are culturally and linguistically diverse, at risk for academic failure, have learning disabilities and are those students who are historically underserved.

Schools Cubed has partnered with Antonio Fierro, a nationally recognized expert and author in the education of multilingual students and second language acquisition. Dr. Fierro has extensive knowledge of pedagogy for highly-effective research-based strategies for our English Language Learners.

Dr. Fierro has over 25 years of experience in the field of education having served as an early childhood ESL/Bilingual teacher, a district ESL/Bilingual specialist, campus and district administrator, a state master trainer of the Texas Reading Academies. Dr. Fierro has been a contributing author to several literacy curricula focusing on instruction for the English learner and the foundational skills of reading. He is a National Trainer, Instructor, Contributing Author of *Language Essentials for Teacher of Reading and Spelling® (LETRS®)*; a featured speaker at various national conferences focusing on reading research, specifically in the comparison of English and Spanish linguistics. Dr. Fierro has provided instruction in undergraduate, graduate, and alternative certifications in the College of Education focusing on early reading foundations, diagnostic assessment of reading, dyslexia, child development, bilingual education, and the struggling older reader. Served as a National Reading Academy trainer for teachers grades K-4 emphasizing the five critical components of reading (phonics, phonemic awareness, vocabulary, comprehension, and fluency; trained on the best practices for English Language Learners including pedagogy, vocabulary development, comprehension strategies, and linguistic properties of the English language. Contributed to the establishment of norms for the Indicadores Dinámicos del Éxito en la Lectura (IDEL®) at the Canutillo Independent School District; and has functioned as the Instructional Leadership Development Trainer/Presenter for a wide scope of administrators.

As a former central administrator in one of Colorado's largest school district, and as a former employee of The Colorado Department of Education our Chief Educational Officer is keenly aware of the compliance assurances under the United States Department of Education's Office for Civil Rights Title VI of the Civil Rights Act of 1964 and can attest that the members of this team would perform in accordance.

We believe the Agreement to Resolve, OCR Case 08-10-1112 is significant and fully understand its importance. To that effect we resolve to follow the Agreement to Resolve but have gone a step further. We believe specific strategies are necessary for the External Management Partner to fulfill the Agreement to Resolve. Please note that within Section 3, Scope of Services of this response we have outlined two additional needs of the Owner. We believe they more specifically address this OCR case.

Schools Cubed has no direct earlier experience in negotiating with exclusive representatives of employee groups on matters of wages, hours, and working conditions. However, Pati Montgomery served as the Executive Director of Strategic Compensation in Jefferson County, a Teacher Incentive Fund Grant. This grant was a partnership between the district leadership and the district's employee teacher labor union. During this time Ms. Montgomery forged valuable relationships with the labor association's board and feels that she has ready access to secure an excellent consultant in this arena to join the Schools Cubed team, if necessary.

7. Organizational Capacity

Pati Montgomery will be available to work side-by-side the district leadership in an over half-time capacity the first year of implementation. Our school level consultants have the capacity to work directly in each school 1 to 2 days per month. We have found that these 2-days of observations and feedback as well as sound next steps, are the most efficient manner in increasing school success.

It is also important to consider the capacity of Adams 14 personnel. The district's turnover rate is extremely high. Feedback from teachers and administrators report that this is due, in some part by the on-going changes and implementations occurring within the district. We believe this on-going change of instructional programming implementation is one of the problems being faced by the district.

Our philosophy is to know where each school is operating against the rubrics of highly-effective schools, provide small next steps from one month to the next that ensure mastery. We also believe in focusing on a smaller, more impactful set of initiatives each year. Again, providing the staff with an opportunity to master what we are asking of them.

Our principal and department coaches do not need to work side-by-side daily with Adams 14 personnel. Instead, personnel will have clear goals, action steps and coaching tools with the availability of daily email, phone calls and/or texting whenever necessary.

Also, in the model that we have proposed for Adams 14 and further outlined in the Scope of Services section of this RFQ, professional development will occur in the summer months as a Teacher Academy with focused feedback provided throughout the year with teacher and principal coaching.

If Schools Cubed is chosen as the External Management Partner, side-by-side work with the district leadership may begin to occur in March. Further, our Human Resources consultant may begin diagnostic assessments of that department beginning in March or April. Additional consultants would begin their work in July of 2019.

A passion from the district leadership team to remove Adams 14 from School Turnaround status and an earnest belief in a partnership with Schools Cubed are the primary conditions that need to be in place for the successful completion of this project.

8. Proposed Progress Monitoring Systems

The outcomes of the original diagnostics/audit for each department and/or school, as based on the rubrics used by Schools Cubed, will determine yearly goals and action steps. These rubrics are constructed on a 1-4 scale and will demonstrate progression, or not, as aligned to the goals. By using these rubrics with each school/department, this reemphasizes our belief that our approach is not one size fits all but rather, meeting each school where they currently are and designing action steps specific to their individual need.

Monthly at the conclusion of each school's site visit with the Schools Cubed consultant, the building leadership will be provided with clear Next Steps to assure progress toward the assigned goal(s). Triennially, each school will be measured against the full rubric to demonstrate progress toward the overall intended outcome and/or goal.

Similarly, at the conclusion of each department's site visit with the Schools Cubed consultant, the department head will be provided with clear Next Steps to also assure progress toward the assigned goal(s). Triennially, each department will be measured against the full rubric to demonstrate progress toward the overall intended outcome and/or goal.

Further, and outlined in more detail in Section 3—Scope and Services—triennially, the central district office of Adams 14 will come together with the consultants assigned to each area for the implementation purposes of plan, do, study, act. These sessions will be to further analyze progression toward goals and alter any action steps when necessary.

As part of Schools Cubed work in Adams 14, it will be necessary to ensure a comprehensive assessment plan is in place. Briefly, a comprehensive assessment plan has 2 purposes:

1. To assure students are progressing on the foundational skills of learning to read both monolingually and bilingually.
2. To assure students are progressing on state standards.

Student achievement will be monitored in numerous ways and is outlined by grade level bands in the following chart:

Grade Level Band	Assessment	Frequency	Educational Alignment
K-5 Grades	DIBELS/IDEL* benchmarking/screening	3 x per year	Foundational Skills of reading in both monolingual and biliteracy
K-5 Grades	DIBELS/IDEL* progress monitoring for those students below grade level	2 x per month for strategic students Weekly for students who need intensive intervention	Foundational Skills of reading in both monolingual and biliteracy
3-10 th Grades	Benchmarking Assessment aligned to state standards, example would include NWEA—MAPS,	3 times per year	Colorado Academic Standards
6 th -10 th Grades	Common Formative Assessments	After each instructional unit tied to the Colorado Academic Standards	Colorado Academic Standards

Success will be determined by a continual upward progression on all assessments. On K-5 DIBELS/IDEL* assessments, success will be determined by a, “highly effective” instructional outcome as defined by the Pathways portion of that assessment.

Yearly, Schools Cubed believes that those students currently scoring in the most intensive instructional level on all assessment should and can be reduced by 25%. Reducing the students by 25% scoring in the lowest rung on any instructional assessment—be it internal benchmarking efforts, or state outcome assessments, will be the initial academic goal. Further, a goal of 95% of all K-2 students scoring at benchmark on reading assessments will also be made.

*Dynamic Indicators of Basic Early Literacy Skills

*Indicadores Dinámicos del Éxito en la Lectura

Schools Cubed employs a highly analytical data-analysis system that ensures the progress of EACH student—not something seen in other data analysis systems. This data analysis system ensures that instructional improvements to student subgroups occur and creates a response to intervention framework. Further, our data analysis system is disaggregated for ELLs or data on English proficiency to inform ELL instruction.

Beyond academic progress, Schools Cubed believes that other markers of progress also need to be measured. Those include but are not limited to:

- Total enrollment from year-to-year
- Attendance
- Behavioral and discipline incidents
- Satisfaction surveys as reported by Community, Students, Personnel
- Community Outreach and Engagement efforts and results
- Increase of retention and recruitment of minority personnel as well as multilingual personnel

9. Communication and Stakeholder Input

As with other similar projects regarding school turnaround and external partnerships, face-to-face meetings seem to be the most effective. Schools Cubed recommends meeting with the local school board at least six times per year, with the availability of more frequency if necessary. Reports and updates provided to the board would include such information as:

- Progress of each school and department toward action steps and goals
- Particular areas of concern regarding implementation challenges
- Benchmarking outcomes of student assessments
- Frequency of discipline, attendance, and behavioral incidents
- Frequency of site visits to each classroom, school and department

After analyzing input from Community Stakeholder groups, Schools Cubed will implement any other forms of communication that would enhance the relationship of the Community Stakeholders. At minimum Schools Cubed will work with the District Leadership to ensure:

- ✓ Begin with Parent/Community Focus groups to ensure their voice and input in this external management partnership
- ✓ Yearly Parent/Community Focus group meetings
- ✓ A monthly newsletter is available and provided to the community in multiple languages from the District and each school site
- ✓ A social media page in multiple languages is created for each school site and at the district level
- ✓ Community Engagement activities for each school occur quarterly, at minimum and are made available in both multiple languages
- ✓ Progress of each school toward their yearly goals is made available to parents in multiple languages at least 3 times per year

- ✓ District department progress toward their yearly goals is made available to parents in multiple languages at least 3 times per year

We believe strongly in the Community Outreach that has happened with the creation of this RFQ. We will work to ensure and prioritize Adams 14 need to establish stronger relationships with Latino and non-English-speaking parents and community members. Further implementation strategies are outlined in Section 3 Scope of Services of this response.

Schools Cubed uses a very specific process for creating vision statements at the local school, district and board levels. At the school and district levels, vision statements are created through a series of questions regarding a school system that they envision for their own children, in which all stakeholders—including the community-- have input. We would continue with this process in our work with Adams 14.

SECTION 3—SCOPE OF SERVICES

Schools Cubed is not a large corporation with 5,000 employees—as Adams 14 will have the opportunity to choose. Instead, we are an educational consulting firm built on passion—for under-served students, for educational research, for community partnerships and, for results!

Removing Adams 14 from Turnaround status will be a difficult task. Our implementation practices are based on the research of implementation science—there is research on how to accomplish difficult tasks.

Our systems and structures and the rubrics used to determine the framework for each school’s work are based on the research findings from the School Improvement Grants and the research of highly-effective schools. Our founder has synthesized that research to create these rubrics and they have found to be highly effective in our work with districts.

We applaud Adams 14’s desire to use research-based strategies and agree with this approach. Our caution is that these strategies must be cost-effective, have proven to work with similar populations and provide educators the knowledge that will ensure on-going instructional capacity. Our proposal covers these criteria.

We believe as an External Management Partner, we offer a comprehensive package of school turnaround. This comprehensive package would ensure the Turnaround efforts are aligned to potential or on-going existing partnerships, as well as offer school improvement strategies that are succinct, effective, progressive and designed for Adams 14.

We also believe that our current work within Adams 14, as well as our historical perspective as part of the local community and state educational agency, provides us with an insight and understanding of the needs within the district. To that effort, we are equipped with highly-regarded experts in the field of instruction—including biliteracy, discipline, social and emotional/mental health and trauma issues, special education and 504 compliance, and human resources.

Our approach to school improvement ensures educators receive strong professional development prior to the beginning of each school year in various areas of instruction that will bolster an increase in instructional practices. To create highly-effective schools and align instructional practices with the teacher evaluation process, it is imperative that the instructional leadership of each school receives the same summer professional development, as well as coaching throughout the year, so that they (building leadership) can provide effective feedback to the teachers as the school year progresses. This model leads to continual school improvement, enhanced

and enduring feedback to the teaching staff and typically, increased academic achievement.

Principal coaching has been found to be highly effective. This is particularly true for school improvement and in the first years of developing strong school leaders with limited prior experience. Its effectiveness is outlined in the following article from the Wallace Foundation.

<https://www.wallacefoundation.org/knowledge-center/Documents/The-Making-of-the-Principal-Five-Lessons-in-Leadership-Training.pdf>

Further as mentioned in Section 2 of this proposal, Schools Cubed consultants work with each building leadership team to create the systems and structures that align with research-based, highly-effective school practices. These systems and/or structures include building schedules that maximize instructional time and fully utilize human resources, data-teams that analyze data down to individual student need, identify the progress of diverse students, and create response to intervention systems. These structures also support the development of school-wide collaboration systems so that each school has a shared decision-making process, a safe and orderly environment where educators can focus on the task at hand while ensuring that students feel safe coming to school. We enhance and focus on community and family involvement so that schools become the hub of the community and parents feel welcome to become partners in their student(s)' education.

For Adams 14 to make the adequate gains necessary, all instructional programming must be aligned, preschool to grade 12. Further, research indicates that the instructional model must be that of a direct instruction model as reflected in *Creating the Schools Our Children Need* (Willingham, 2018) and in the recent Forbes article found, <https://www.forbes.com/sites/nataliewexler/2018/12/27/to-attack-inequality-we-need-a-different-kind-of-education/>. All consultants used by Schools Cubed are experts in direct instruction.

Our approach to our instructional programming for the areas of overall school effectiveness, biliteracy, preschool, special education, school-wide behavior, and social emotional support is described further below.

Schools Cubed believes in a gradual release model of school turnaround. In other words, the external management partner, specifically our Chief Educational Officer, would serve in a side-by-side capacity with the district leadership at least 50% of the time in the first year of implementation. The proposed number of days is 160. As the project progresses and as district leaders have been coached and become more adept at highly-effective

practices, the number of days would be reduced by 25% each year—assuming the District is “receiving,” the coaching. Our budget will reflect this configuration.

This gradual release model ensures that by the end of the projected external management partnership, Adams 14 has built the capacity to be a highly sustaining, successful school district.

Each site or individual school, via the principal and/or assistant principal and instructional coach would receive 2 full days of coaching, 7 months out of the school year, during the first year of implementation. Our experience shows that coaching is difficult to provide in December and April. We propose a total of 14 days in year one for each school site. Assuming the school sites are “receiving” the coaching, as indicated by progression on the Effective Schools Rubrics and through increased academic achievement, during the second year each school would receive one day of coaching for 7 months, plus 4 additional planning days during the year, for a total of 11 coaching/consulting days. Year 3 of implementation would include one day of coaching per month for 7 months plus one day of planning for a total of 8 days. Year 4 would include 5 days of coaching per year plus one day of planning, for a total of 6 days. The budget will also reflect this configuration.

Again, we believe through a gradual release model, Adams 14 yearly systematically increases its own capacity, funding for the external management partner decreases overtime and, a sustainable district is created.

We do realize that situations and incidences occur. One school may perform more quickly than another. Personnel may change unexpectedly, and so on. In these cases, days provided to schools and departments are not firm but rather are flexible and based on need.

Schools Cubed believes Adam’s 14 situation is in part due to too many initiatives over the years, a lack of focus, and the inability to allow educators to master items/programs being implemented—yet tremendous work needs to be done in a relatively short period of time. Below, we have provided a brief narrative along with an outline of days for each area that we believe is a necessary step to increased district capacity.

General Education Programming:

Our elementary programming includes an explicit/direct instruction pedagogy. An abbreviated version of our rubrics can be found in the appendix of this response and are labeled as The Literacy Evaluation Tool. Overall, at the elementary level, we focus on 7 domains. They include: Universal Instruction, Interventions, Assessment, Data-based Decision

Making, School Leadership Teams, Professional Development, Community and Parent Engagement.

We coach the school's leadership to ensure that each of these areas are fully effective. Each of the elementary schools in Adams 14 have already begun working to ensure that each domain of the Literacy Evaluation Tool is being effectuated.

As mentioned, after each visit, the school receives a report that clearly delineates the Next Steps. The next visit begins with ensuring the previous steps have been enacted. This on-going improvement process ensures accountability, an aligned vision for each school with their direct supervisor and, a very visible instructional focus for the entire staff to work toward.

We have outlined the professional development plan that corresponds to this rubric in the professional development table of this section.

Our secondary programming also includes an explicit/direct instruction pedagogy. An abbreviated version of our tool for secondary schools is included in the appendix of this response and is called The Effective Schools Evaluation Tool. An example of the rubric for the domain of Collaboration from The Effective Schools Evaluation Tool is also included in the appendix of this response.

The Effective Schools Evaluation Tool has 7 domains. They include, Instructional Practices, Data-based Decision Making, Collaboration, Time, Safe and Orderly Environment, Professional Development and Community and Family Involvement.

As with the elementary schools, we coach the building leadership to ensure that each of these domains are effectively implemented in their schools. Full implementation of the entire Effective Schools Evaluation Tool will take 3 to 5 years.

At the initial visit at each secondary school, the Schools Cubed Consultant and the building leadership will observe classrooms, have conversations about each domain and establish the current state-of-affairs of how the school is operating against this tool. This will establish the benchmark for the school. The school will receive a percentage/overall score for each domain.

After each visit at the secondary level, the school receives a report that clearly delineates the Next Steps based on the evaluation tool. The next visit begins with ensuring the earlier steps have been enacted. This on-going improvement process ensures accountability, an aligned vision for each

school with their direct supervisor and, a very visible instructional focus for the entire staff to work toward.

The professional development that aligns with the Effective Schools Evaluation Tool is included in the table detailing professional development.

Our biliteracy pedagogy aligns with our model of direct instruction. The eventual outcome is for an improvement of student performance, a much better understanding of the acquisition of English literacy skills, and instruction that is culturally and linguistically responsive. The goal is to move from program driven instruction to one that is being steered by a general literacy knowledge base considering a student's native language and how it can impact English learning.

An analysis of district biliteracy reading data and biliteracy instructional materials will be given. The purpose of this analysis is to determine both the strengths and areas of needed attention. We will also examine all materials used for Screeners, Progress Monitoring, Diagnostic, and Outcomes Assessments as well as a data analysis of the current outcomes for biliteracy and English learners.

During the first year of implementation, each biliteracy classroom will be observed monthly—observations occurring for ½ day and meeting with biliteracy instructors for immediate feedback for ½ day. 3 days of planning with the Biliteracy Director will also be included in the first year of implementation. We also believe that the Biliteracy Director for Adams 14 would be a part of the school site visits, thus affording instructional insight, consistency and follow through to all levels of instruction. Professional Development for biliteracy instructors is included in the table that outlines the courses offered in our Teacher Academy.

The second year of this partnership would include 5 days of biliteracy classroom observations and teacher feedback for each elementary school, as well as 2 days of planning with the Biliteracy Director. The third year of implementation would include 4 days of classroom observation and teacher feedback plus one day of planning with the Biliteracy Director. The final year of implementation will include 4 total days of observations and feedback for each elementary school.

Preschool Programming: Investing in high quality prekindergarten education has proven to enhance economic growth in communities as well diminish a range of societal challenges (Lynch & Vaghul, 2015). High quality preschool programming requires knowledgeable teachers and administrators whose teaching philosophies are based on the science supporting best practice in early childhood educational programming, policies, and

procedures. The most effective programs use evidence-based curricula that follow a scope and sequence for learning connecting all developmental domains. Lesson planning is framed within data-based decisions using valid, reliable, and on-going assessment to identify the skills young children have already learned and determine what the next learning steps are to meet their individual needs. Instruction is explicit and purposeful while being engaging, active, playful, and developmentally appropriate. Throughout the process, families and communities are involved.

Initial steps: Relationship building and information gathering

- At the onset of the project, this step should be conducted in face-to-face meetings and interactions with each preschool teacher using a strengths-based, teacher-focused process.
 - Survey current knowledge and understanding, philosophical beliefs, and attitudes about young children
 - Identify early learning curricula, assessment procedures, and lesson planning procedures used along with teacher satisfaction and student learning outcome effectiveness
 - Determine teachers' classroom routines and management practices
 - Identify program goals, teacher goals, and areas of need

Second steps: Professional development planning and implementation

- Professional development will be designed based on teachers' current knowledge and skills, their professional goals, and their learning needs. This task is best accomplished in a face-to-face manner to be able to effectively provide content, model strategies, include opportunities for guided practice, and make a plan for application in their classrooms.
 - Anticipated topics could include classroom routines, behavior management, assessment, early literacy skill development and instruction, high-quality oral language use and interactions, family involvement

Ongoing steps: Follow-along group coaching and collaboration

- Provide follow-along group coaching and collaboration along with individual interactions as needed to help teachers enhance their instruction and student engagement. These experiences should be a blend of face-to-face and virtual interactions including classroom visits and debriefings to document progress toward meeting identified project goals and to identify next steps.
- Review goals and identify next steps in the continuous improvement process for further professional development, modeling, guided practice, classroom application, and for evaluating the impact.

Next steps: Recycling through the steps to facilitate a continuous improvement process

The Preschool Program improvement process will contain the same gradual release model. Extensive supports will be provided the first year and be reduced by 25% each year thereafter.

Special Education Programming:

All special education instructional FTE will take part in all professional development afforded to general education, where appropriate. Additionally, training in intensive interventions at each level will also occur.

Our Special Education consultant is a specialist in Special Education and 504 compliance issues. She would also coach up the Special Education Director to ensure Adams 14 is highly effective in the education of Children with Disabilities.

The plan below is an overall guide of what we believe needs to be in place. Some of these procedures may already be a part of Adams 14 Special Education. Also, in years 2, 3 and 4, it isn't that the meetings/procedures would occur less often, but instead would come under the full mandate of the Special Education Director with less support yearly from the Special Education Consultant.

Beginning in the first semester of the 2019-2020 school year action steps would include:

	Implementation Plan:
Special Education Programming	
Year 1: (17 days of support)	Summer of 2019, Year 1: <ul style="list-style-type: none">➤ Formal evaluation of Special Education and 504 processes, procedures and services by interviewing Special Education Director and reviewing manuals, communication, culture, continuum of services, allocations, staffing and expenditures.(1.5 days)➤ Complete diagnostic interviews with District staff, Department leads and building leadership to clearly define strengths and growth areas. (1 day)➤ Meet with Director of Assessment and Accountability to analyze achievement data of students with disabilities (SWD). (.5 days)➤ Facilitate focus groups with parents/guardians/community partners. (1day)

	<ul style="list-style-type: none"> ➤ Pull and review a representative sample (10%) of IEPs across elementary and secondary levels for IDEA compliance. <p>Throughout the school year:</p> <ul style="list-style-type: none"> ➤ Tour all school sites and meet with Special Education teachers, observe in both general education and special education classrooms and meet with students. Spend approximately ½ day at each school site, including any non-traditional settings, transition programs, center programs and charter schools within district. The Child Find site as well as preschools will be included. (8—16, .5 days) ➤ Work with a group of stakeholders on a 3- year plan to prioritize improvement targets for Special Education and 504 work. (1-day) ➤ Delineate the priority work and realign resources to priority work. Identify continuous improvement strategies and Next Steps. 4 times per year—work with SP. Ed administration to ensure Next Steps are being effectuated (2 days—4, .5 day sessions) ➤ Target teachers, related services staff, nurses and administrators for standalone and embedded professional learning. Address special education leadership within the context of diversity of families and students. (2 days-- 4 x .5 days) ➤ Coach and mentor Special Education Administration as they develop formal communication structures--websites, apps, newsletter; historical compliance review of CDE interface; Develop a plan that aligns with district communication to improve overall effectiveness to the field. (1.5 days) ➤ Offer an open lab for staff and administrators to bring specific 504 or Special Education cases, questions or issues that require individualized or small group problem solving.(4x .5 days)
Year 2: (12 Days of Support)	<p>Summer of 2020, Year 2:</p> <ul style="list-style-type: none"> ➤ Review most current achievement data of SWD with Director of Assessment and Accountability and special education administration. Clearly

	<p>understand strengths and weaknesses on CMAS testing</p> <ul style="list-style-type: none"> ➤ Facilitate focus groups with parents/guardians/community partners. (1day) ➤ Pull and review a sample of IEPs across elementary and secondary levels for IDEA compliance. <p>Throughout Year 2:</p> <ul style="list-style-type: none"> ➤ Tour all school sites and meet with Special Education teachers, observe in both general education and special education classrooms and meet with students. Spend approximately 2 hours at each school site, including any non-traditional settings, transition programs, center programs and charter schools within district. The Child Find site as well as preschools will be included. (6 days) ➤ Review 3-year plan, adjust, enact for year 2 (1 day) ➤ Delineate the priority work and realign resources to priority work. Identify continuous improvement strategies and Next Steps. 4 times per year—work with SP. Ed administration to ensure Next Steps are being effectuated (1 .5 days—3, ½ day sessions) ➤ Target teachers, related services staff, nurses and administrators for standalone and embedded professional learning. Address special education leadership within the context of diversity of families and students. (1 ½ day—3, .5 days) ➤ Coach and mentor Special Education Administration as they develop formal communication structures--websites, apps, newsletter; historical compliance review of CDE interface; Develop a plan that aligns with district communication to improve overall effectiveness to the field. (1 day) ➤ Offer an open lab for staff and administrators to bring specific 504 or Special Education cases, questions or issues that require individualized or small group problem solving.(3--.5 days)
Year 3	Summer of 2021, Year 3:

(10 days of support)	<ul style="list-style-type: none"> ➤ Review most current achievement data of SWD with Director of Special Education. (.5 days) ➤ Facilitate focus groups with parents/guardians/community partners. (1 day) ➤ Pull and review a sample of IEPs across elementary and secondary levels for IDEA compliance. <p>Throughout Year 3:</p> <ul style="list-style-type: none"> ➤ Tour all school sites and meet with Special Education teachers, observe in both general education and special education classrooms and meet with students. Spend approximately 2 hours at each school site, including any non-traditional settings, transition programs, center programs and charter schools within district. The Child Find site as well as preschools will be included. (4 days) ➤ Review 3-year plan, adjust, enact for year 3 (1 day) ➤ Delineate the priority work and realign resources to priority work. Identify continuous improvement strategies and Next Steps. 4 times per year—work with SP. Ed administration to ensure Next Steps are being effectuated (1 day in 2, .5-day sessions) ➤ Target teachers, related services staff, nurses and administrators for standalone and embedded professional learning. Address special education leadership within the context of diversity of families and students. (1 day, 2, .5 sessions) ➤ Coach and mentor Special Education Administration as they develop formal communication structures-- websites, apps, newsletter; historical compliance review of CDE interface; Develop a plan that aligns with district communication to improve overall effectiveness to the field. (.5 day) ➤ Offer an open lab for staff and administrators to bring specific 504 or Special Education cases, questions of issues that require individualized or small group problem solving.(1 day, .5 sessions)
Year 4 (5 days of support)	<p>Summer of 2022, Year 4:</p> <ul style="list-style-type: none"> ➤ Review most current achievement data of SWD with Director of Special Education. (.5 days) ➤ Facilitate focus groups with

	<p>parents/guardians/community partners. (1 day)</p> <ul style="list-style-type: none"> ➤ Pull and review a sample of IEPs across elementary and secondary levels for IDEA compliance. <p>Throughout Year 4:</p> <ul style="list-style-type: none"> ➤ Report how each site is doing. Select 3 sites to visit for ½ day session—one elementary, one secondary, Child Find and/or preschool—(2 days) ➤ Review 3-year plan, adjust, enact for year 4 (.5 day) ➤ Target teachers, related services staff, nurses and administrators for standalone and embedded professional learning. Address special education leadership within the context of diversity of families and students. (1, .5-day session) ➤ Offer an open lab for staff and administrators to bring specific 504 or Special Education cases, questions or issues that require individualized or small group problem solving.(1--.5 days)
--	--

Social and Emotional Instructional Programming

Many of the students of Adams 14 have been victims of trauma and/or social and emotional needs. We believe investing in high-quality programs for all children can increase the number of productive, well-adjusted adults and yield positive economic benefits in the future.

According to a national survey of middle and high school students, less than one third indicated that their school provided a caring, encouraging environment, and less than half reported that they had competencies such as empathy, conflict resolution and decision-making skills (Benson, 2006; cited in Durlak et al., 2011). By strengthening students' social support networks and their skills in self-management, SEL can help to unleash the potential within academic environments to support students' well-being and success.

Street Cred is an interactive Social Emotional Learning, activity-based leadership and character education program specifically developed for high-risk K through 12 students and is designed to improve personal ethics, teach problem solving, build awareness of effective life skills, promote positive study skills, and support students in their daily decision making. Street Cred offers students an opportunity to look at their own lives in a safe and collaborative environment, to reflect on their individual behavior, and to discuss the implications of their behavior. The focus of instruction is to

create safe, caring, well managed and participatory learning environments for all students.

	Implementation Plan:
Social/Emotional Programming	
Year 1:	Initial Training on <i>Street Cred</i> : <ul style="list-style-type: none"> ➤ 1 teacher/ S.W. or psych/counselor from each school site ➤ ½ day visit for each school to see how curriculum is going—September ➤ Site visits monthly ➤ 11th Principle Training—culminating activity for students at end of the year
Year 2:	<ul style="list-style-type: none"> ➤ Training if necessary for any new S.W. Psych on <i>Street Cred</i>: ➤ Site visits monthly—7 months ➤ 11th Principle Preparation—1 day
Year 3:	<ul style="list-style-type: none"> ➤ Training if necessary, for any new S.W. Psych on <i>Street Cred</i>: ➤ Site visits—5 times per school year ➤ 11th Principle Preparation—1 day
Year 4	<ul style="list-style-type: none"> ➤ Training if necessary, for any new S.W. Psych on <i>Street Cred</i>: ➤ Site visits—3 times per school year ➤ 11th Principle Preparation—1 day

Safe and Orderly Environment:

For any instructional programming to be effective, the students must feel safe and the staff must be free of distractions. A crucial domain of highly-effective schools is a safe and orderly environment. Schools Cubed believes each school should have a proactive, schoolwide discipline plan. Each schools plan should include consistent, discipline/behavior management practices that are fair, equitable and aligned across all the schools. They should also be individualized to meet the needs of each school.

Our consultant on school-wide discipline plans has devised the following schedule to work with schools on implementing, creating and/or adapting current discipline plans.

School-wide behavior plans, discipline	Description of services provided, frequency, outcomes	Total days in each school each year

and safety		
Year 1	<ul style="list-style-type: none"> Initial visit (1 ½ day visit) – audit against rubric for safe and orderly environment, common school and classroom observations, collect data on referral forms, SWISS data/other behavioral incident data, determine and ensure discipline ladder is in place, communication tools with parents—referrals, school-wide discipline, rubric, provide next steps Return visit #1 (1/2 day) in 4 to 6 weeks, analyze referral numbers, detention numbers, provide Next Steps End of first semester visit #2 (2-1/2-day sessions) reexamine discipline data—specifically at individual teacher data and incident data Spring visit return visit #3 (2, ½ day sessions)-- reexamine discipline data—specifically at individual teacher level and # of incidence data EOY—(2-hour session) plan for the beginning of the next year based on outcomes <ul style="list-style-type: none"> Alterations to developed plan that need to be put into place Developing incident goals for the following year—reduce the percentage of referrals, suspension, in-schools all things in place 	4 and 1/3 days
Year 2	<ul style="list-style-type: none"> First visit (1, 1/2-day visit) – audit against rubric for safe and orderly environment, common school and classroom observations, collect data on referral forms, SWISS data/other behavioral incident data, determine and ensure discipline ladder is in place, 	3 and 1/2 Days

	<p>communication tools with parents—referrals, school-wide discipline, rubric, provide Next Steps Report</p> <ul style="list-style-type: none"> • End of first semester visit #2 (2-1/2-day sessions) reexamine discipline data—specifically at individual teacher data and incident data • Spring visit return visit #3 (2, ½ day sessions)-- reexamine discipline data—specifically at individual teacher level and # of incidence data • Alterations to developed plan that need to be put into place • Developing incident goals for the following year—reduce the percentage of referrals, suspension, in-schools all things in place 	
Year 3	<ul style="list-style-type: none"> • First I visit (1, 1/2-day visit) - audit against rubric for safe and orderly environment, common school and classroom observations, collect data on referral forms, SWISS data/other behavioral incident data, determine and ensure discipline ladder is in place, communication tools with parents—referrals, school-wide discipline, rubric, provide next steps • End of first semester visit #2 (2-1/2 day sessions) reexamine discipline data—specifically at individual teacher data and incident data • Spring visit return visit #3 (2, ½ day sessions)-- reexamine discipline data—specifically at individual teacher level and # of incidence data • Alterations to developed plan that need to be put into place for the following year • Developing incident goals for the following year—reduce the 	3 and ½ days

	percentage of referrals, suspension, in-schools all things in place	
Year 4	<ul style="list-style-type: none"> • First visit (1/2 day visit) -audit against rubric for safe and orderly environment, common school and classroom observations, • Collect data on referral forms, SWISS data/other behavioral incident data, determine and ensure discipline ladder is in place, communication tools with parents—referrals, school-wide discipline, rubric, provide Next steps • End of first semester visit #2 (1/2 day sessions) reexamine discipline data—specifically at individual teacher data and incident data • Spring visit return visit #3 (1/2 day sessions)-- reexamine discipline data—specifically at individual teacher level and # of incidence data <p>Alterations to developed plan that need to be put into place</p> <ul style="list-style-type: none"> • Developing incident goals for the following year—reduce the percentage of referrals, suspension, in-schools all things in place 	1 and 1/2 days

Bringing it all together--Three times a year for the duration of this partnership, Schools Cubed consultants, the District's administrative team

and, the building principals, will meet to analyze all progress monitoring data for each school/department. These “Joint Learning Sessions,” will ensure that all parties are on the same page, held mutually accountable, have a shared-decision making process across all schools, departments, and at the district level and allow for full transparency. This collaborative decision making across the district will help to begin to shift the organizational culture for Adams 14.

As requested in this RFQ for an External Management Partner, we believe we have a thorough implementation plan for the needs of Adam’s 14. Below is a chart for each of the needs outlined as well as highlights of the implementation strategies—these are not inclusive of all strategies. We have also gone so far as to add two additional Owner’s Needs--ensuring that the academic achievement levels of the ELL students are dramatically increased and ensure the compliance for the Agreement to Resolve OCR Case Number 08-10-1112. Please see Owner’s need #8 and #9 below.

Parenthetical information pertains to the anticipated year of implementation:

Owner’s Needs	Implementation Plan:
1. Evidence-Based Instructional Programming	<ul style="list-style-type: none"> ✓ Implement a K-2 research-based literacy program for both monolingual and bilingual students (year 1) ✓ Implement K-12 interventions for both monolingual and bilingual students (year 1) ✓ Ensure each school has a highly effective schedule to maximize human resources and ensure that each student in need of an intervention is able to receive that intervention (Year 1) ✓ Institute a comprehensive assessment program, K-10 to include: (Year 1 and 2) <ul style="list-style-type: none"> o Benchmarking (K-5) on Foundational skills of literacy (in place) o Benchmarking (3rd -10th) on Colorado Academic Standards (Year 2) o Progress Monitoring in K-5 on foundational literacy skills (in place) o Formative assessments 6th- 10th grade (Year 2) ✓ Enhance the English Language Development Program (Year 2)

	<ul style="list-style-type: none"> ✓ Implement data-decision making teams in each school (Year 1) ✓ Implement Building Leadership Teams in each school (Year 1) ✓ Ensure a knowledge-rich curriculum that aligns with the (Years 2,3 and 4) Colorado Academic Standards is implemented at each school site in the areas of: <ul style="list-style-type: none"> o Humanities o Technology o Math and Sciences ✓ Analyze and supply next steps for special education department particularly around compliance issues (Year 1 and 2) ✓ Formulize FTE per schools for special education and other ancillary personnel (Year 1 and/or 2) ✓ Ensure a highly-effective preschool program (Year 1 and 2) ✓ Implement a social/emotional curriculum in each school (Year 1) ✓ Ensure that ALL teachers are able to use highly-effective instructional strategies, particularly direct instruction (Year 1) ✓ Analyzing funding sources so that each school will have least one full-time interventionist to increase the capacity to provide interventions for students below grade-level in both math and reading (Year 1) ✓ Ensure that all schools' UIPs reflect their achievement goals and the necessary instructional strategies outlined that align with the District's UIP
--	--

As stated, several times throughout this response, Adams 14 has had many initiatives that have not had the opportunity to become fully developed and for the most part teachers have not had an adequate opportunity to master anything. Our approach is to focus on only several initiatives—linked together-- each year so that teachers have the opportunity to master what is being asked of them.

We believe professional development should be provided, for the most part, during a Summer Teacher Academy—ensuring the least amount of interruption for families during the school year. Following is a suggested agenda for professional development that aligns with the instructional

programming outlined above and would be offered over the course of 4 years. Many of the suggested following Professional Development topics are either ½ day or full day sessions.

Needed Professional Development in enact Instructional Programming	Year 1 Participants	Year 2 Participants	Year 3 Participants	Year 4 Participants
How Children Learn to Read ½ Day	K-5 teachers	K-5 teachers new to the district	K-5 teachers new to the district	K-5 teachers new to the district
Using K-2 Reading Materials ½ Day	K-2 teachers new to the district	K-2 teachers new to the district	K-2 teachers new to the district	K-2 teachers new to the district
Literacy acquisition and the reading brain ½ Day	Bilingual teachers	Bilingual teachers new to the district	Bilingual teachers new to the district	Bilingual teachers new to the district
The development of oral language and contribution to second language development ½ Day	Bilingual teachers	Bilingual teachers new to the district	Bilingual teachers new to the district	Bilingual teachers new to the district
The use of the classroom as a tool for teaching and learning. <ul style="list-style-type: none"> Classroom environments that promote independent study and practice. Classroom environments that promote oral discourse. Opaque (English) vs. transparent (Spanish) orthographic system Phonology and phonetics: Study of the 44 English phonemes. Comparison of 44 English phonemes to the 22 Spanish phonemes. 	Bilingual teachers	Bilingual teachers new to the district	Bilingual teachers new to the district	Bilingual teachers new to the district

½ Day				
<ul style="list-style-type: none"> Word study and the culturally and linguistically diverse student: ½ Day	Bilingual teachers	Bilingual teachers new to the district	Bilingual teachers new to the district	Bilingual teachers new to the district
<ul style="list-style-type: none"> Identification of the components of language that drive instruction in either a student's native language or the acquisition of literacy in a second or third language. Orthographic systems (English vs. other languages). ½ Day	Bilingual teachers	Bilingual teachers new to the district	Bilingual teachers new to the district	Bilingual teachers new to the district
Providing high quality small group instruction ½ Day	K-5 teachers	K-5 teachers new to the district	K-5 teachers new to the district	K-5 teachers new to the district
Using highly effective interventions ½ Day	2-secondary intervention and special education teachers	2-secondary intervention and special education teachers who are new to the district	2-secondary intervention and special education teachers new to the district	2-secondary intervention and special education teachers new to the district
Understanding the subskills measured in DIBELS/IDEL ½ Day	Both monolingual and bilingual teachers	K-5 teachers (monolingual and bilingual)	K-5 teachers (monolingual and bilingual) new to the district	K-5 teachers (monolingual and bilingual) new to the district
Training on the benchmarking assessment system aligned with CAS ½ Day		All 3-10 teachers	All 3-10 teachers new to the district	All 3-10 teachers new to the district
Understanding Formative		All 5-10 teachers	All 5-10 teachers	All 5-10 teachers

Assessments 1/2 Day			new to the district	new to the district
Classroom routines, behavior management, assessment, early literacy skill development and instruction, high-quality oral language use and interactions, family involvement 1 full day	Preschool Teachers			
Training on any new curriculum ½ Day			All 3-12 th grade teachers	All 3-12 th grade teachers new to the district
Training in Social/Emotional Curriculum ½ Day	1 teacher and 1 social/emotional support from each building	Any new teachers to program	Any new teachers to program	Any new teachers to program
Training in direct/explicit instruction ½ Day	All K-12 teachers	All K-12 teachers new to the district	All K-12 teachers new to the district	All K-12 teachers new to the district
Training on Content Literacy in the secondary classroom		All 6-12 th Grade teachers in all contents	Any new 6-12 th Grade teachers new to the district	Any new 6-12 th Grade teachers new to the district
504 Compliance Processes and plans ½ Day	All 504 staff responsible for 504 compliance	Any new staff to 504 compliance roles	Any new staff to the 504 compliance role	Any new staff to the 504 compliance role
Instructional programming focus by year for all K-12 educators:	Literacy, assessments, interventions and explicit instruction	Data analysis and teaching of subskills on	Knowledge-Rich Curriculum and math instruction focus	To be defined based on needs of the district outcomes

		Foundational Skills, Colorado Academic Standards Subskills, and Content Literacy		
--	--	--	--	--

Owner's Need:	Implementation Plan:
2. Recruiting and retaining personnel	<ul style="list-style-type: none"> ✓ Execute on the strategic role of a four-year multi-phase overall HR transformation that focuses on the enhancing HR services support for individual school sites and school district departments; this will be done using progressing strategic planning best practices (i.e. Sig Sigma, PEAK, Process Improvement) (Over all) ✓ Complete diagnostic evaluation on the current state-of-affairs in HR and Talent Acquisition (sourcing, recruiting and on-boarding) – this will involve answers being tracked on a qualitative / ethnographic documenting tool to aggregate key feedback points from external and internal district stakeholders (Year 1) ✓ Design, schedule and deliver a custom training and “report out” sessions focused on Cultural Competence and Student-Centered Inclusive Learning Environments for district personnel and external stakeholders. (Years 1 & 2) ✓ Based on the feedback on the evaluation mentioned above, work with current HR staff to finalize a customized process to source and recruit for targeted positions – focused on efficiency, increasing the diversity of candidates and overall retention of personnel (Years 1 & 2) ✓ Work with current HR staff to design, schedule and deliver a training for district and school site administration on the new sourcing and recruiting process (Year 2) ✓ Have full implementation of new sourcing and recruiting process (Years 2 & 3) ✓ Have full implementation of overall HR service focused model – designed to be self-sustaining with a

	<p>have on-going bi-annual self-evaluating component (year 4)</p> <ul style="list-style-type: none"> ✓ Employee a, “coaching-up” model to improve performance of all local management at school sites and departments (Year 1 and on-going throughout project) ✓ Work with district supervisors with the ability to provide honest, quality feedback, consistency and Next Steps (Year 1) ✓ Follow Next Steps reports provided by principal consultants to each building principal (Year 1 and on-going) ✓ Ensure district supervisors are well trained in Colorado Administrator Rubric (Year 1) ✓ Meet with each building principal 4 times per year toward feedback on evaluation (on-going) ✓ By the end of February, recommend to the board any removals of principals, superintendent or other at-will employees
--	--

Owner’s Need:	Implementation Plan:
3. Recruiting and recommending to the local board management operators needed for individual schools, as well as any service providers needed to support any particular programs	<ul style="list-style-type: none"> ✓ Gain a thorough understanding of each management operators’ responsibilities ✓ Ensure each management operator is using research-based strategies ✓ Align responsibilities to the objectives and outcomes of the EMO ✓ Progress monitor the outcomes of the management operator ✓ Determine continuation of management operator’s contract ✓ Report to the local board ✓ Determine any needs that are not being met by the EMO ✓ Recruit and select any needed partner/management operator based on previous proven experience, local context, appropriate fit within the district

Owner’s Need:	Implementation Plan:
----------------------	-----------------------------

4. Recommending to the local board needed changes to the District's collective bargaining agreement ahead of each annual process for amending said agreement	<ul style="list-style-type: none"> Schools Cubed will seek an outside consultant in the area of collective bargaining
---	--

Owner's Need	Implementation Plan
5. Evaluating district policies and recommending amendments, revisions, or deletions to the local board policies	<ul style="list-style-type: none"> ✓ Gather input from stakeholder groups such as principals, department leads, district office, procurement, Human Resources regarding what is working and what is not to ensure efficient systems ✓ Analyze policies associated with feedback ✓ Make revisions, amendments and/or deletions to any cumbersome non-efficient policies ✓ Present to the board as policies are revised, amended and/or deleted

Owner's Need:	Implementation Plan:
6. Ensuring operational excellence, coordinating community	<ul style="list-style-type: none"> ✓ Implement the systems and structures used by highly-effective schools in each building ✓ Provide a knowledge-rich curriculum ✓ Develop a comprehensive assessment plan that includes formative assessments at each grade level ✓ Ensure that each school has an excellent instructional coach so that teachers can improve

<p>y engagem ent efforts, supportin g local governan ce training, and ultimately , driving substanti ve schools and District Improve ment</p>	<p>their craft</p> <ul style="list-style-type: none"> ✓ Create a continual culture of improvement ✓ Provide professional development to teachers in research-based instructional strategies ✓ Provide high-quality coaching to both school and district leadership ✓ Create a district of transparency, honesty and consistency ✓ Create a culture of trust ✓ Work with the labor board and association to enhance partnerships ✓ Provide teachers with support and consistency and an opportunity for professional growth ✓ Increase the reading skills of all students in Adams 14 as a moral obligation to students and with the by-product of increasing state assessment outcomes ✓ Progress monitor the achievement of EVERY child in Adams 14 ✓ Provide highly effective interventions to every student below grade level in both reading and math ✓ Provide secondary students with effective additional tutoring on the standards ✓ Implement Building Leadership Teams at every building –ensuring parents are a part of the team ✓ Allow enough time between initiatives so that teachers can master what is being asked of them ✓ Create schools that become the hub of the community—where resources are offered along with parent liaisons in each building—to engage parents in the community
--	--

Owner’s Need:	Implementation Plan:
<p>7. Determin e whether to continue to provision of the Revised Pathways</p>	<ul style="list-style-type: none"> • Organize a group of stakeholders to include parents, community members, teachers, administrators, board members, and students to analyze Pathways Proposal • Analyze the Pathways Proposal against the work with of the current EMO • Maintain any provisions of the Pathways Proposal that are effective

Proposal from 2017, including but not limited to the District's partnership with <i>Beyond Textbooks</i>	
---	--

Schools Cubed has taken the liberty to include, what we believe to be 2 additional highly significant needs of the Owner and have included our implementation strategies below:

Owner's Need:	Implementation Plan:
8. Increase the effectiveness and the academic outcomes for the ELL students of Adams 14 by consideration of the unique needs of ELLs	<ul style="list-style-type: none"> ✓ Target instructional improvements to subgroups, particularly ELL students ✓ Analyze the English Language Development block against research-based best practices ✓ Train teachers in a specific sheltered instruction model and ensure it is being implemented in classrooms ✓ Create a true response to intervention system in each school—to analyze the progress of subgroups ✓ Creating partnerships with universities, perhaps beyond the state of Colorado, to ensure for the recruitment of highly effective staff ✓ Provide tutoring, academic counseling, and other supports ✓ Provide opportunities for credit recovery ✓ Ensure teachers know and are highly effective in the use of academic vocabulary ✓ At the secondary levels, allow flexible scheduling, or provide extended instructional time ✓ Offer specialized programs for non-academic needs of ELL students ✓ Identify potential barriers to communication and engagement among parents with diverse language backgrounds ✓ Provide parent outreach supports ✓ Offer services such as ESL classes and workshops on navigating the school system ✓ Provide before- or after-school programs to allow for extended time

	✓ Offer enrichment activities through summer programs
--	---

Owner's Need:	Implementation Plan:
9. Ensure the compliance for the Agreement to Resolve OCR Case Number 08-10-1112	<ul style="list-style-type: none"> ✓ All allegations of any sort of harassment will be investigated immediately ✓ Any student, staff and/or administrator found to have engaged in acts of harassment or other acts that create a hostile environment based on race, color, or national origin will be promptly disciplined ✓ All communication from the District will be in both English and Spanish ✓ All minority employees will be given an equal and fair opportunity for promotion ✓ Welcoming environments for ALL parents will be established at every school ✓ All community programs and activities will have translators provided ✓ A fair, positive, proactive discipline school-wide discipline plan will be established and implemented at all schools to ensure no child is treated unfairly ✓ All portions of the domain of Community and Family Engagement will be established as quickly as possible ✓ Community focus groups will be either maintained or established to ensure outreach and input to all groups of the community ✓ Create student, parent, community and staff climate/satisfaction surveys ✓ Surveys will be created in a language and manner parents and community members understand ✓ Multiple ways of distributing the survey will be available ✓ Findings from the survey will be incorporated into the cycle of improvement ✓ All other procedures as outlined in the Agreement to Resolve

Throughout this response to Adams 14 RFQ, we have referred to the portion of the Effective Schools Rubrics on Collaboration. We know from research that highly effective schools are more collaborative in nature and offer a shared-decision making process rather than a top-down model of decision making. A shared-decision making process is a first step in significantly shifting the culture in schools.

To that end, we have further outlined below our implementation strategies to change the culture within Adams 14.

	Implementation Plan:
Organization Cultural Shift	<ul style="list-style-type: none"> ✓ Implement and have a “Stick-with-it-attitude” on the Theory of Action regarding trust as outlined in Section 2 of this RFQ ✓ Ensure building leadership teams as outlined in the Highly Effective Schools Rubrics are implemented as designed ✓ Inspire and create a culture of “We can,” across the district and throughout individual schools ✓ Celebrate excellence of the staff throughout the school year ✓ Allow the teachers to focus on initiatives by offering support with highly effective coaches, principals and professional development ✓ Limit the number of initiatives throughout the year ✓ Provide teachers and staff with a say in their professional development ✓ Provide teachers and staff with the resources necessary to get the job done ✓ Provide building leadership with the knowledge of school reform and collective trust ✓ Ensure that building leadership creates a culture of collective trust within each school ✓ Yearly, progress monitor the culture through satisfaction surveys to all stakeholder groups ✓ Based on outcomes of satisfaction surveys, make necessary changes and recommendations where needed ✓ Inspire and insist on a sense of commitment to the children of Adams 14 ✓ Provide and create a culture of teacher excellence within each school so that teachers are inspired by their fellow teachers ✓ Ensure that the roll-out of initiatives are thoughtful and include the input of teacher leaders to avoid “teacher burnout” ✓ Create and sustain building leadership that can communicate a “building vision” ✓ Train building leadership on how to create a building vision ✓ Work with the district association to create a feeling of mutual trust and open communication ✓ A continual reinforcement of the belief in the students of Adams 14 ✓ Work with the district leadership to create a feeling of

	<ul style="list-style-type: none"> mutual trust and open communication ✓ Celebrate effectiveness and milestones ✓ Develop consistent methods of open, honest and responsive communication ✓ Ensure board policies and procedures are effective and responsive so that educators can “get the job done” ✓ Establish yearly staff focus groups comprised for continual input into district procedures
--	--

Instructional transformation is the essence of Schools Cubed. We have established, and we believe demonstrated in Section 2 of this response, a proven track record of instructional transformation. We also believe that we have previously outlined specifics to this instructional transformation. A highlight of our implementation plan is found below:

	Implementation Plan:
Instructional Transformation	<ul style="list-style-type: none"> ✓ Infuse the systems and structures of highly-effective schools into each of the Adams 14 schools ✓ Provide instructional leaders with the knowledge of discernment of research-based instructional strategies ✓ Create building leaders that are instructional leaders through principal coaching ✓ Implement research based instructional strategies that are cost-effective, have a proven track-record with like populations and, can be readily replicated ✓ Develop a comprehensive assessment system that includes valid and reliable formative assessments ✓ Create Response to Intervention structures in each building that: <ul style="list-style-type: none"> o Use highly-effective research-based interventions o Progress monitor all students o Provide deep data analysis (institute Professional Learning Communities)—that include an analysis of subskills o Have a continual cycle of plan, act, study, do ✓ Provide teachers and staff with highly-effective professional development ✓ Provide teachers and staff with needed instructional supports such as-responsive school schedules, efficient use of ancillary personnel, job-embedded professional development through effective coaching and sufficient instructional resources ✓ Create buildings that have highly effective school-wide behavioral systems so that teachers and students are not distracted from learning

	<ul style="list-style-type: none"> ✓ Create effective social/emotional supports for students so that they are able to engage in school ✓ Focus on fewer instructional initiatives so that teachers may master what is being asked of them ✓ Continually monitor the instructional effectiveness of each school and classroom ✓ Implement change when change is needed
--	---

Leadership Development—

Our rubrics on highly effective schools are used as a framework to create the systems and structures each building leadership needs to become successful. Our principal coaching ensures that principals can establish these systems and structures as well as ensure educators are using research-based instructional strategies.

The domains of our rubrics include—Instruction, data-based decision making, professional development, assessments, safe and orderly environment, interventions, collaboration, community and family involvement. These rubrics are used by our consultants to implement change in each school/department and to develop strong instructional leaders.

After each visit a Next Steps report is made available to the building leadership, the supervisor of the building leadership and, the Chief Academic Officer. This transparency ensures that all parties are on the same page, makes it clear what each school is working on and sets up a clear instructional path that all parties understand. We have provided a sample of one domain of our rubrics with this response. A sample of a Next Steps report is also provided with this response.

We further develop school leaders by ensuring that principals and district instructional leaders must attend the same professional development as classroom educators. This ensures that principals can provide effective feedback to teachers and that there is a common understanding of instructional practices.

To create strong school leaders, they need to be held accountable for the success of their schools and be provided with effective feedback. Our proposal includes leadership accountability by:

- Ensuring schools are setting achievement goals by grade level
- Ensuring district leadership is monitoring progress toward the goals
- Ensuring Next Steps reports are being followed
- Building leadership teams are routinely attended by building supervisors
- Using the feedback provided by staff satisfaction surveys
- Providing honest and open feedback to school leaders on a routine basis
- Fairly and accurately rating every school leader using the Colorado State Model Evaluation System for Principals

SECTION 4—SCHEDULE

Schools Cubed is suggesting, if possible, a Spring, 2019 date for the following assessment plan to analyze and diagnosis the current state-of-affairs in Adams 14:

Assessment	Person(s) Responsible	Suggested Time Frame	Intended Outcome
½ day observation and interview with leadership teams at each of the Adams 14 schools	Schools Cubed staff	Spring/Fall of 2019	<ul style="list-style-type: none"> ► An understanding of needs of local school leadership ► Define immediate action steps
2-hour after school focus group meeting with selected teachers at each of the Adams 14 schools—including preschool and alternative schools	Schools Cubed Consultant	Spring/Fall of 2019	<ul style="list-style-type: none"> ► An understanding of the needs from teaching staff perspective ► Define immediate action steps
2-hour meeting with each district department	Schools Cubed Consultant and each department lead	Spring/Fall of 2019	<ul style="list-style-type: none"> ► Gather an understanding of district needs and procedures ► Define immediate action steps
Full day assessment of district gathered incident/behavioral/attendance reports	Schools Cubed Consultant and district lead on discipline reporting	Spring/Fall of 2019	<ul style="list-style-type: none"> ► Gather an understanding of behavioral issues and systems in the school district
Deep dive on assessment outcomes for the past 5 years	Schools Cubed Consultant and district lead on assessment and accountability	Spring/Fall of 2019	<ul style="list-style-type: none"> ► Analysis of student achievement in all grade levels and across all subgroups

Schools Cubed is suggesting the following 4-year schedule:

	First 6-months of implementation	Year 1	Year 2	Year 3	Year 4
	Diagnostics/assessments of all departments and schools	Implement K-12 interventions	Implementation of quality formative assessments at all grade levels	Begin math focus	On-going refinement of initiatives
	Interviews/Focus groups completed for departments, Community and Parents/Teachers/Students	Positive, school-wide disciplines are in place	Implementation of benchmarking on standards in grade 4-12	Continual work on the rubrics of highly-effective schools	
	Plan for implementation of findings from interviews and/or focus groups	Year 1 Action Steps are being implemented place in all schools all departments	Tutoring centers available at the high school	Each school and department will have established goals for the year	
	First Teacher Academy of Professional Development	Highly effective coaching and professional development provided	Highly effective data analysis teams established at each		

		to preschool and biliteracy	secondary school		
	Outcomes available for K-5 benchmarking		Continual work on the rubrics of highly-effective schools		
	Each school and department will have established goals for the year	Each school and department will have established goals for the year	Each school and department will have established goals for the year		
Major Milestones:	<p>Department and School Goals are established</p> <p>Action plan for year 1 implemented</p>	<p>Reduce the percentage of students in the intensive level of instruction by 25%</p> <p>A social/emotional curriculum is in place</p> <p>All teachers trained in quality universal instruction</p> <p>Increase the % of students at grade level and above by 10% or more</p>	<p>Reduce the percentage of students in the lowest level on CMAS by 15%</p> <p>Increase the % of students at grade level and above on CMAS by 10% or more</p> <p>Triennial benchmarks in place</p> <p>Data teams in place at all schools</p> <p>Tutoring Centers established at each</p>	<p>Focus on Math instruction</p> <p>Refinement of earlier initiatives</p> <p>Reduce the percentage of students in the lowest level on CMAS by 15%</p> <p>Increase the % of students at grade level and above on CMAS by 10%</p>	<p>District is for the most part, self-sustaining</p> <p>Reduce the percentage of students in the lowest level on CMAS by 15%</p> <p>Increase the % of students at grade level and above on CMAS by 10% or more</p>

			secondary school Continual focus on Universal instruction	or more	District is out of turnarou nd status
--	--	--	--	---------	---

SECTION 5—REFERENCES

Following is a list of school/district/systems turnaround projects completed or begun within the last five years, along with current contact information:

1. New Madrid Central County School District

Contact: Superintendent Dr. Sam Duncan

Cell: 573-450-0340

Office: 573-688-2161

Email: sduncan@newmadridco.k12.mo.us

Work with Focus School Matthews Elementary began in January 2016. Removed from Focus School status January 2019. Received recognition from the Missouri Department of Elementary and Secondary Education as well as the National Center of Systemic Improvements. Specific outcomes for state assessments are found within the content of this response, Section 2.

Began work with other schools of New Madrid County in 2017-2018 school year.

Those schools include:

New Madrid Elementary

Lilbourn Elementary

New Madrid Central Middle School

New Madrid Central High School

In 33 subtests on state MAP assessment in the 2017-18 school year, 21 improved, 5 stayed the same or small growth, 7 regressed. This is after one year of working with Schools Cubed. In each of the areas in a reduction of an assessment, the teacher was on-leave, temporary placement, etc. Two principals were replaced because of lack of enacting strategies.

2. State of Utah, Office of Literacy

Contact: Dr. Jennifer Throndsen

Cell: 801-518-1213

Email: Jennifer.Throndsen@schools.utah.gov

State Legislation implemented required new goals in grades K-2 to increase the students performing at the benchmark level on DIBELS. Schools Cubed worked with the State Board of Education—specifically the Office of Literacy-- to devise a state-wide training for all districts in the state on analyzing DIBELS data and create action steps and goals to effectuate improvement for each school/district in the state of Utah. Though preliminary data is not yet available, the State Board of Education believes that a significant improvement will occur, in just one year, for students reading at grade level, state-wide.

3. Remington Elementary School

Cell: 719-962-0164

Office: 719.495.526

Email: lfillo@d49.org

Early Literacy Grant awarded 2016-2017 school year. Schools Cubed served as consultant for the grant.

Remington Elementary had the highest growth scores in the district in the 2017-18 school year.

4. Stetson Elementary

Contact: Sherry Kyle (new principal as of fall of 2018)

Office: 719-495-5252

Email: skyle@D49.org

Early Literacy Grant awarded 2016-2017 school year. Schools Cubed served as consultant for the grant.

Some growth was seen in the 2016-17 school year. The original principal did not buy into the program and he did not enact the suggested strategies. The principal has been removed.

5. Mississippi State Department of Education

Contact: Dr. Kymyona Burk

State Literacy Director (K-12)

Office: [601-359-2586](tel:601-359-2586)

email: kymyona.burk@mdek12.org

Trained nearly 900 principals, assistant principals and district leadership over a 3-year time span on the systems and structures necessary in schools to increase reading achievement. Mississippi continues to outpace the rest of our nation's schools regarding student growth on state assessments and that work has been documented in the American Public Media broadcast available at, <https://www.apmreports.org/story/2018/09/10/hard-words-why-american-kids-arent-being-taught-to-read>.

PATI MONTGOMERY

Address: 8732 Dunraven St, Arvada, Colorado 80007 **Phone:** 303.981.6119 **E-mail:** patimontgomery@schoolscubed.com

Educational Visionary | Rigorous Expectations | Outcome Driven

Highly competent and dedicated professional with solid knowledge, skills and experience in all aspects of education, encompassing educational research, systems change, educator effectiveness, school turnaround, data analysis, learning programs development, and human relations. Exhibit ability in supervising, directing, and guiding individuals, schools and districts in identifying needs and progression toward academic goals. Excel in providing and implementing effective solutions to complex educational systems in a creative, often non-traditional, and analytical approach to streamline operations and improve performance.

EDUCATION AND CREDENTIALS

Specialist Certificate in School Administration

UNIVERSITY OF DENVER, Denver, CO

Master of Arts in Special Education

UNIVERSITY OF NORTHERN COLORADO, Greeley, CO

Bachelor of Arts in Elementary Education

INDIANA UNIVERSITY OF PENNSYLVANIA, Indiana, PA

LEADERSHIP EXPERIENCE

Schools Cubed, Lakewood, CO

CHIEF EDUCATIONAL OFFICER

2014–Present

- Serve as School Turnaround Partner with local districts
- Provide principal coaching and instructional leader coaching in the area of literacy and school improvement
- Mentor building level principals with particular focus on school turnaround and improvement
- Provide teacher coaching and teacher leader coaching and professional development in the area of literacy
- Render keen oversight to various research projects
- Prepare professional development and tools for school principals based on the results of the analyzed district's data
- Serve as forensic expert as to adequacy of district's special education program
- Analyze and improve educational programming for district's Special Education Department
- Work with various state departments of education and districts to plan and implement long-term professional development for principals
- Complete research and evaluation report on educational policy for educational advocacy groups
- Create educational tools and resources for district and school leaders that lead to efficiency in systems and operations

Colorado Department of Education, Denver, CO

EXECUTIVE DIRECTOR, Office of Literacy

2012–2014

- Streamlined efforts in drafting rules to effectuate the READ Act
- Conceptualized and staffed the Office of Literacy for the Colorado Department of Education
- Developed and accomplished the implementation of goals for the implementation of the READ Act
- Led the vetting and selection of advisory list of professional development and instructional programming
- Supervised the elimination of antiquated assessment systems
- Oversaw state-wide understanding of new literacy paradigm
- Collaborated and communicated with the Lieutenant Governor's office and various legislative offices to apprise them of READ Act progression
- Partnered with various state children's advocacy, business and culturally diverse organizational groups

PATI MONTGOMERY

Address: 8732 Dunraven St, Arvada, Colorado 80007 **Phone:** 303.981.6119 **E-mail:** patimontgomery@schoolscubed.com

- Communicated with television, print and web-based media to reflect positive implementation of the READ Act
- Reduced the number of students with an SRD, state-wide by analyzing data of district literacy outcomes and creating a strategic approach to technical assistance

Jefferson County Public Schools, Jefferson County, CO

EXECUTIVE DIRECTOR, Strategic Compensation

2011-2012

- Routinely met with labor union president and executive director to conceptualize and implement changes to district's evaluation system
- Member of administrator-labor union district task force on evaluation and compensation
- Administered then-largest grant awarded to district
- Lead and supervised a network of 20 principals and schools within the Strategic Compensation Grant
- Collaborated and presented to U.S. Department of Education on implementation of Teacher Incentive Fund Grant
- Hosted and organized members of the U.S. Department of Education district visit and oversight meeting

Principal, O'Connell Middle School

2005-2011

- Received Veterans Affairs Citizenship Award
- Chosen to honor Medal of Honor recipient
- Partnered with Boys and Girls Club and district to bring the first after-school club to Jefferson County
- Selected by staff for district's Values Award on Team Player Award
- Wrote the Alameda Literacy Plan for the middle school and five feeder schools
- Secured funding for the Alameda Literacy Plan
- Oversaw the professional development for 150 teachers to implement the Alameda Literacy Plan
- Led school from low performing-high priority school to performing school

Sopris West Educational Publishing Services, Longmont, CO

EDITORIAL DIRECTOR, NATIONAL STAFF DEVELOPER

2004-2005

- Researched and provided white papers on current educational research that led to product development
- Worked with authors to edit products for publication
- Provided staff development in literacy and systems change for school districts throughout the country
- Served as key person in improving status of school district from low- to high-performing district

PRINCIPAL, Eiber Elementary School

2000-2004

- Recognized for closing achievement gaps within a high ethnic and culturally diverse student population
- Received Governor's Distinguished Improvement Award
- Wrote, received and implemented Reading First Grant
- Collaborated with Red Rocks Community College to create the first Paraprofessional Literacy Training in Colorado
- Selected by staff for district's Value Award "Integrity" recipient
- Developed school/business partnership with Heinrich Marketing to acquire Spanish literacy materials and secured tutoring by employees of marketing firm

ASSISTANT DIRECTOR, Intervention Services

1994-2000

- Designed and created professional development for district's special education teachers
- Created and directed the district's first twice-exceptional student centers
- District Liaison for the U.S. Department of Education, Office of Special Education audit

PATI MONTGOMERY

Address: 8732 Dunraven St, Arvada, Colorado 80007 **Phone:** 303.981.6119 **E-mail:** patimontgomery@schoolscubed.com

- Wrote the district's Special Education Policies and Procedures Staff Handbook

TEACHING EXPERIENCE

JEFFERSON COUNTY PUBLIC SCHOOLS, GOLDEN, CO

REGULAR EDUCATION AND SPECIAL EDUCATION TEACHER

1991–1994

Denver Public Schools, Denver, CO

SPECIAL EDUCATION TEACHER, Rishel Middle School
1987-1991

- Wrote district's accommodations section for district Scope and Sequence
- Provided instruction to students that aligned to their individualized education plans
- Took an active role as member of the district's inclusion committee
- Member of grant writing committee for multi-million-dollar grant

AWARDS AND HONORS

National Education Reformer Award, Foundation for Educational Excellence: 2013

Floyd G. Hudson Service Award: 2012

Carnegie Foundation for the Advancement of Teaching—initial collaborator group member on educator effectiveness: 2012

Governor's Distinguished Improvement Award (Eiber Elementary Principal): 2004

Association for Retarded Citizens Outstanding School Administrator Award: 2001

PUBLICATIONS

Montgomery, P., Hasbrouck, J. (2015). *The Colorado READ Act, An evaluation of implementation and outcomes after year one.* Denver, CO: Colorado Succeeds.

Montgomery, P., Ilk, M., and Moats, L. (2013). *A Principal's Primer for Raising Reading Achievement.* Longmont, CO: Sopris Learning.

Montgomery, P. (2012). One Middle School's Journey. *Perspectives on Language and Literacy*, 38 (2), 37-40.

PRESENTATIONS (SAMPLING)

Montgomery, P. (1998). *Addressing the needs of struggling adolescent readers in middle school and high school.* International Dyslexia Association National Conference, Baltimore, MD.

Montgomery, P. (2009). *Alameda Literacy Project: A K-8 reading initiative that ensures student success.* Reading in the Rockies, Beaver Creek, CO.

Montgomery, P. (2009, 2010). *Alameda Literacy Project: A K-8 reading initiative that ensures student success.* LETRS Summit, New Orleans LA.

Montgomery, P. (2012a). *Our time has come—The READ Act.* Reading in the Rockies, Beaver Creek, CO.

Montgomery, P. (2012b). *Helping teachers get better with the right support.* Colorado Association of School Executives, Breckenridge, CO.

Montgomery, P. (2013a). *Alliance for early success, state policy levers that put children on the path to success.* Panel Presentation, Boise, ID.

Montgomery, P. (2013b). *What is necessary to improve the trajectory for reading in Colorado?* Reading in the Rockies, Beaver Creek, CO.

PATI MONTGOMERY

Address: 8732 Dunraven St, Arvada, Colorado 80007 **Phone:** 303.981.6119 **E-mail:** patimontgomery@schoolscubed.com

- Montgomery, P.** (2013c). *National K-3 literacy policies initiative*. Foundation for Excellence in Education Conference, Boston, MA.
- Montgomery, P.** (2014a). *Changing the outcome for students in Nevada*. Panel Presentation, Nevada Literacy Summit, Las Vegas, NV.
- Montgomery, P.** (2014b). *Wisconsin LETRS literacy initiative; Voyager-Sopris Learning*. Principal's Primer Training, Milwaukee, WI.
- Montgomery, P.** (2015a). *The administrator's role in improving literacy outcomes in schools*. Rowland Reading Foundation Symposium on Literacy, Houston, TX.
- Montgomery, P.** (2015b). *What effective principals do to increase literacy achievement*. Plain Talk About Literacy and Learning, National Conference on Literacy, New Orleans, LA.
- Montgomery, P.** (2014-2015). *Principal Webinar series: Who needs help and what kind of help do they need? Establishing goals and using protocols; The half-time report; do you see what I see? How did we end with literacy?* Mississippi Department of Education.
- Montgomery, P.** (2016) *The Principal-Coach Relationship*. Mississippi Department of Education, Principal-Coach Symposium
- Montgomery, P.** (2017). *What Secondary School Administrators Can Do to Increase Outcomes for Students* Plain Talk About Literacy and Learning, National Conference on Literacy, New Orleans, LA.
- Montgomery, P.** (2017). *Flipping Co-Teaching on Its Head*, Plain Talk About Literacy and Learning, National Conference on Literacy, New Orleans, LA.

PROJECTS

- 2017—Present **New Madrid County Central**
School Turnaround Consultant
- Act as a partner/consultant with the Superintendent and Local School Board to enhance the quality of instruction in NMCCSD
- 2017-Present **Utah State Board of Education**
Principal Literacy Leadership Institute
- Consult with the Utah Board of Education to create and train a cadre of 80-100 principals each year in the principles of effective school leadership in literacy.
- 2016-Present **Early Literacy Grant Consultant**
Colorado District 49, Colorado Springs, CO
- Provide literacy consulting to 3 elementary schools regarding the implementation of the Early Literacy Grant offered by the Colorado Department of Education
- 2016-Present **Early Literacy Grant Consultant**
Jefferson County, Golden, CO
- Provide literacy consulting to 3 elementary schools regarding the implementation of the Early Literacy Grant offered by the Colorado Department of Education
- 2016-Present **New Madrid School District**
New Madrid, Missouri
- Furnish educational consulting to 3 elementary schools and middle and high school on school improvement strategies, structures and systems in order to improve

PATI MONTGOMERY

Address: 8732 Dunraven St, Arvada, Colorado 80007 **Phone:** 303.981.6119 **E-mail:**
patimontgomery@schoolscubed.com

overall school improvement

2013-2016 **Literacy Initiative, Principal's Primer**

Mississippi Department of Education

- Provided a two-day training for over 800 principals, assistant principals and instructional coaches on creating school structures and systems in order to increase reading achievement

2004-2011 **Alameda Literacy Project**

LEAD ADMINISTRATOR

- Conceptualized and authored K-8 Literacy initiative concerning six schools, wherein two of the six were recipients of the Schools of Excellence Award, National Title I Schools and Gates Foundation

2003 **Red Rocks Para Educator Program**

CREATOR

- Developed and executed reading program for Red Rocks Community College for Title I paraprofessionals
- Worked with the teachers in creating a para-educator program, including the curriculum

2003 **Colorado Reading First**

CHAIRMAN, Principal's Reading Advisory Board

- Worked with the Colorado Department of Education to create an advisory board of principals for the Colorado Reading First Grant

BOARDS

2017—Present **Colorado Christian University**

Outside Advisory Board to Dean of Education

2017—Nov 2018 **Academy of Advanced Learning**

Board of Directors

ANTONIO A. FIERRO, Ed.D.

1632 Rock Dove Ln.
El Paso, Texas 79911

Mobile: (915) 274-7814
aafierro_20@yahoo.com

SUMMARY OF QUALIFICATIONS

Accomplished, versatile educational leader with extensive experience in consulting, project management, university instruction of preservice teachers, and professional development of classroom teachers. Expert in the science of reading to include advanced studies in linguistics, bilingual education, gifted and talented education, dyslexia, and child development. Deliver professional development sessions in various mediums including classrooms, regional workshops, and national conferences. Advanced involvement in the research, diagnostic assessment, and development of reading programs benefitting the struggling reader. Proficient in coordinating, executing, and supervising action plans of multimillion-dollar educational grants. Possess excellent written and verbal communication skills and highly capable of directing multiple individuals of various professional levels.

CORE COMPETENCIES:

- Instructional Leader
- Educational Pedagogy
- Grant Management / Budgeting
- Bilingual Ed.
- Literacy Consultant
- Linguistics
- Educator Coaching
- Educational Research / Analysis
- Dual Language Program Management

National Trainer/Instructor/Contributing Author of *Language Essentials for Teacher of Reading and Spelling® (LETRS®)*;
Bilingual in English and Spanish

EDUCATION

Doctor of Education in Educational Leadership and Administration
Dissertation title: *The Significance of Early Literacy Instruction in Kindergarten Classrooms as Related to the Predictors of Reading Success: Implications for Educational Leaders*
University of Texas, El Paso, Texas

Master of Education in Elementary Education
Sul Ross State University, Alpine, Texas

Bachelor of Business Administration in Marketing and Management
University of Texas, El Paso, Texas

CERTIFICATIONS

Principal's Certificate, 2006
Gifted and Talented Endorsement, 1997
Endorsements for Early Childhood, Bilingual Education, and English as a Second Language, 1991

PROFESSIONAL EXPERIENCE

READING CONSULTANT INDEPENDENT CONTRACTOR

2007 – Present
National Assignments

- Serve as a national consultant in a broad educational spectrum as a member of the professional development program LETRS® led by Dr. Louisa C. Moats; provided consulting guidance to the Bureau of Indian Education, and the Departments of Education for the states of Texas, Iowa, Ohio, Colorado, New Mexico, Mississippi, and South Carolina.
- Specialize in research and consultation pertaining to phonological awareness, phonemic awareness, dyslexia, linguistics, the struggling reader, vocabulary, and the English language learner.
- Contributing author to Pearson/Scott Foresman's *Reading Street®* program; also advised publication teams and reviewed material regarding those approaches appropriate for the English Language Learner and the correct implementation of Spanish linguistic properties.

PROFESSIONAL EXPERIENCE *(Continued...)*

- Recognized as a featured speaker at various national conferences focusing on reading research, comparison of English and Spanish linguistics, reading interventions, educational pedagogy, and the proper implementation of the Three Tier Reading Model.

VISITNG PROFESSOR

Mississippi Department of Education

2018 – Present

National Assignments

- Professor of professors and visiting lecturer throughout the state of Mississippi. Assignments include guest lectures at 15 colleges and universities throughout the state of Mississippi to include, but not limited to, Mississippi State, University of Southern Mississippi, University of Mississippi at Oxford, William Carey University, Jackson State, Tougaloo College, and Belhaven University.

ADJUNCT PROFESSOR

UT, EL PASO / UC, COLORADO SPRINGS / NM STATE UNIVERSITY

2002 – 2013

National Assignments

- Provided instruction in undergraduate, graduate, and alternative certifications in the College of Education focusing on early reading foundations, diagnostic assessment of reading, dyslexia, child development, bilingual education, and the struggling older reader.
- Prepared curriculum and educational materials for pre-service teachers; administered classroom instruction and supervisory guidance as they provided tutoring for students ranging from kindergarten to high school and students attending the University Reading Camp.
- Engaged in online education corresponding with students on various technology platforms including online video lectures, electronic testing/homework assignments, and interactive chat room sessions.

PROGRAM DIRECTOR, READING FIRST

EL PASO INDEPENDENT SCHOOL DISTRICT

2005 – 2006

El Paso, Texas

- Monitored implementation of a \$3.8M Reading First grant budget in collaboration with the Texas Department of Education and the Texas Education Agency serving as a liaison between school, district, and training centers to ensure proper execution of budget plan; identified areas of opportunity and restructured grant distribution as needed.
- Interviewed, hired, and trained a staff of 30 training coaches; coordinated with state Reading Technical Assistance specialists to provide supplemental training; mentored district administrators to improve on the implementation of the Three Tier Reading Model.
- Identified subcommittees to provide a needs assessment for Tier II instruction, data analysis and interpretation, and a scope and sequence for all new coaches; monitored and analyzed district data to provide targeted reading instruction at all three tiers of the model.
- Collaborated with Special Education departments to identify needs for Tier III Instruction; co-authored the assessment process for the identification of the dyslexic Tier III student.

SENIOR FIELD TRAINING ANALYST

VAUGHN GROSS CENTER FOR READING AND LANGUAGE ARTS

2005

Austin, Texas

- Provided technical assistance, conducted site research/analysis, and assisted with site budget planning for various education agencies in the central United States under the direction of a large scale, national education center.
- Developed instructional delivery plans targeting professional development, consistent state and district funding, and capacity building; mentored teachers in implementing Reading First components; helped establish action plans for differentiated instruction, intervention, fidelity to the core reading program, and the Three Tier Reading Model.
- Served as a National Reading Academy trainer for teachers grades K-4 emphasizing the five critical components of reading (phonics, phonemic awareness, vocabulary, comprehension, and fluency; trained on the best practices for English Language Learners including pedagogy, vocabulary development, comprehension strategies, and linguistic properties of the English language.

PROFESSIONAL EXPERIENCE *(Continued...)*

- Presented "Scientifically Based Reading Research and English Language Learners: The Big Picture" at the National Reading First Conference in Louisiana; mentored teachers in Chicago Public Schools in the administration of DIBELS® workshop.

**PROGRAM DIRECTOR OF READING
REGION 19 EDUCATION SERVICE CENTER****2000 – 2005
El Paso, Texas**

- Managed and coordinated a \$2M Texas Reading Initiative grant for the Region 19 area that included 12 school local districts and two charter schools; supervised a staff of 15 professionals ensuring the proper execution of the area's professional development plan.
- Oversaw the \$100K Accelerated Reading Instruction grant targeting reading interventions for struggling readers; assisted in the development of dyslexia plans for various districts; wrote professional modules focusing on reading fluency, early identification with dyslexic students, diagnostic testing phonological awareness and reading academies.
- Served as regional academy trainer and led workshops and seminars for approximately 1,500 Pre-K through 4th grade teachers in scientifically based research and instruction; served as 2nd and 3rd grade state Master Trainer for the Teacher Reading Academies emphasizing phonemic awareness, phonics, vocabulary, fluency, and comprehension.
- Contributed to the establishment of norms for the Indicadores Dinámicos del Éxito en la Lectura (IDEL®) at the Canutillo Independent School District; function as the Instructional Leadership Development Trainer/Presenter for a wide scope of administrators.

HONORS/AWARDS

- Texas Elementary Teacher of the Year and Texas Representative to the National Teacher of the Year Competition, 1996
- Region 19 Elementary Teacher of the Year, 1996
- Outstanding Teacher of Reading, El Paso Reading Association, 1997

Curriculum

- Co-author of *Kid Lips®*, phonetics curriculum for teachers of young children.

PROFESSIONAL AFFILIATIONS

- International Dyslexia Association
- Scientific Studies of Reading
- Association of Hispanic School Administrators
- International Reading Association

Frederick Davis, MA
fdavis15@comcast.net / 720.473.9917
160 Lister Way
Erie, CO 80516

Senior Leadership / Diversity & Inclusion / Talent Management

An accomplished Senior Leader with the skill set, strategic philosophy and supervisory experience to play a key role in an organization's mission of enhancing Stakeholder and Employee Engagement as it relates to Diversity & Inclusion, Human Resources and Community Engagement best practices.

Over fourteen years experience of overall Organizational Development, Talent Management, Employee Development, Recruiting and Public Relations for various entities (i.e. Fortune 500, Nonprofits and Education). Extensive experience as a strategic planner and strong record of Program Management and Process Improvement.

Additional

- Experience driving measurable results in **assessment, strategy & process design** and **change management**
- Experience in leading **multi-faceted, results-oriented** Diversity & Inclusion programing that emphasize solutions to attract, engage and grow talent
- Experience in participating and leading multi-functional **project teams**
- Knowledge of **AAP / EEO policies, procedures as well OFCCP and EEOC** audit processes
- Able to leverages technology, process improvement and cultural competence to increase organizational effectiveness.
- Experience in **engaging and advising Senior / Executive Leadership** in Diversity & Inclusion related strategic platforms

Experience / Employment Background

Officer, Inclusion & Diversity

City and County of Denver - Office of Human Resources

Denver, Colorado

September 2018 – Present

Organizational senior leader assigned to develop and promote the city's Inclusion & Diversity workforce strategy and programs.

Responsibilities include:

- **Partnering** with Agency / Business Unit / Department and Human Resources leaders to **develop and implement strategies** to monitor and evaluate citywide progress in **creating, cultivating and growing a diverse and inclusive work environment** (Learning & Development, Talent Acquisition, Employee Relations, Marketing & Communications and Wellness)
- Coordinating the Development, Implementation, and Monitoring of diverse **Working Groups, Committees and Councils**
- Designing / acquiring and delivering Cross-Cultural, Diversity and Equity **presentations, workshops, and learning modules**
- **Partnering with Talent Acquisition** to review and consult on employment activities such as **applicant flow, new hires, terminations, transfers, and promotions** to assist with identifying potential opportunities of focus and strategy
- Partnering with **Employee Engagement** teams on employee engagement efforts, including but not limited to **surveys, reports and analysis, action plans and focus groups**
- Working with **Human Resources analytics** staff to create **Diversity Dashboards** via automated reporting mechanisms to easily communicate progress across the city agencies
- **Working closely with Human Resources Service Teams** to advise and consult on agency specific opportunities to grow and develop an **Inclusive work culture**
- Working collaboratively with the **Internal Communications** team to enhance the entire organization's reputation for Diversity & Inclusion
- Overseeing and analyze the compilation of **EEO statistics and Diversity reporting** and other statistical reports for city leadership
- Providing **consultation** in designing and implementing **citywide changes** to ensure diversity, equity, and respect for all employees
- Collaborating with **Senior / Executive Level leadership** to integrate inclusive, diverse and equity practices into day/day activities
- Staying abreast of **regulatory and policy developments** affecting areas of responsibility

Chief Officer, Business Development & Operations
Stickydocs

Denver, Colorado

November 2015 – September 2018

Senior leadership responsibilities involved the design and development of the following areas of business:

Strategic Planning and Business Key Performance Metric Evaluation:

- Multi-year **strategic planning** and execution
- Oversaw department performance management processes through such key evaluations tools as KPI scorecards, employee performance documents, etc.
- Daily leadership presence focused accountability maintaining company culture

Talent Management / Human Resources

- Created **hiring and development procedures** (including conducting staff evaluations)
- **Developed / updated staff position descriptions** and make hiring and termination decisions in collaboration with the Senior Leadership
- Maintained organizational adherence to core values, with the skill, authority and tenacity to overcome resistance to leadership when necessary

Business Development

- Created the tools and reporting to provide the organization with quick access to financial and other objective data to enable strategic budgeting
- **Customized progressive CRM and Project Management tools** and streamlined department functionality and reporting
- **Enhanced and Maintain Corporate Relationships:** Growth of membership sales of an organization through the establishment of **corporate memberships, community partnerships and programs**

Lead Consultant

[Specialist: Organizational Development, Talent Management, Diversity & Inclusion and Community Engagement

Denver / Boulder, Colorado

September 2009 – Present

- Talent Management: Write **proposals for recruiting and development** strategies
- Administration: Work with organizational leadership to restructure program & employment policies, by-laws, metrics and related to client / customer satisfaction / engagement
- **Community Engagement: Work to strategically engage community stakeholders on organization decision-making processes through: dialogue, authentic community engagement strategies, stakeholder education and empowerment and intentional and targeted community information sharing with the overarching goal of documented enhanced engagement**
- Develop and implement **comprehensive communications and action plans** for the management of coalitions and community based councils (i.e. Latino Education Advisory Council, Special Education Advisory Council and GLBT Education Advisory Council)
- **Community Partnerships:** Co-lead of a research project focusing on Rocky Mountain Region corporate, non-profit, **higher education diversity successes and roadblocks** - as part of two Institute for Cultural Inclusion (ICI) Research / Roundtable Project events.

Global Diversity & Inclusion

International Paper

Memphis, Tennessee

June 2012 – November 2013

Management responsibilities involved the design and development of multiple corporate Talent Management / Diversity & Inclusion initiatives such as:

- Employee Business Networks: Worked with multiple targeted employee groups in developing and **sustaining retention focused initiatives**
- Employee Forums / Focus Groups / Symposiums: Project management of **business relevant employee gatherings**
- Professional Mentoring Program: Designed Needs Assessment and participant Survey as part of design, rollout and evaluation of company-wide **professional development** program
- Diversity Education & Awareness Training Toolkit: **Training “roadmap”** targeting all levels of employees that focuses on developed of personal cultural competence and evangelizing the company business case for Diversity & Inclusion
- Strategic Communications Plan: This key component emphasized an enewsletter, website overall and SharePoint site design
- Business Unit Diversity Leadership Councils: Program SME project management involves **working with core business unit senior leadership and Human Resources** to establish a team of employees from their specific business unit to help define, advise and be accountable for its diversity strategy

**Manager - Human Resources – Global Diversity & Inclusion
Starbucks Coffee Company**

Seattle, Washington

November 2006 – July 2009

Serviced organizational support functions and operations retail business clients as a **Diversity & Inclusion Subject Matter Expert** in the following capacities:

- Implemented **Employee Resources Group** and **multiple business unit** policies to emphasize **employee performance, key business driving platforms & customer / client satisfaction**
- Worked with Retail Global Learning & Development unit **to design, implement and assess knowledge content needs of seven regional areas and four support functions**
- Designed and executed **on multiple talent sourcing requisitions for diverse talent** – for the field retail and manufacturing plant business units
- Enhanced experience / knowledge of using **multiple on-lines tools (meta search and vertical search engines)** to **generate names and screen diverse candidates** – key accountability being position fill rate and time to fill
- Reviewed and developed complimenting Human Resources policies and guidelines
- Designed, implemented and evaluated **community relations / strategic partnership** initiatives
- Employee Planning (Recruitment & Development): collaborated with field based Human Resources and operations leadership to **impact staffing, training and retention strategies**
- Retail Leadership Training program participant – hand-picked by CEO

**Human Resources - Agency Recruiter
State Farm Insurance and Financial Services**

DuPont, Washington

July 2005 – November 2006

- **Collaborated with members of Regional Executive Leadership** to design and implement a three to five-year **strategic plan to recruit and train new leaders** to the organization production force. [**reached nation-wide bonusable goals for entry into pipeline and placement**].
 - Designed assessment of **candidate competencies**,
 - Created a specific professional / business **talent management forecasting plan** in areas of leadership, industry knowledge, local market analysis, business systems, product fundamentals and company growth plans,
 - Expanded **two new key strategies to recruit diverse talent for specific function**
 - Worked with regional executive leadership on **Diversity Resources Group development policies** to create value-add group initiatives focusing on **Driving Business & Recruiting and Retaining** diverse employees.
- [Before accepting position with Starbucks I was offered supervisory promotion with the Learning & Development Department – this role would have facilitated curriculum design and rollout to 800+ agents and their staff members.]

**Director - Diversity Affairs and Outreach Initiatives
Tacoma Community College**

Tacoma, Washington

June 2000 – July 2005

- **Oversaw the operations, staff, and budget of the campus Center for Multi-Ethnic and Cultural Affairs Office** to work with Recruitment and Retention efforts of traditionally unrepresented student populations.
- Also, oversaw all college **High School Recruiting and Outreach** strategies, **Campus Tutoring Services** and was assigned administrator of the campus **First Generation Scholarship Program** [As director of these programs, I supervised a staff of over 35 employees.]
- **Established and maintained key relationships** with five feeder school district leadership teams and 33 local social services & government agencies
- Lead operations of the campus Diversity initiatives which included **chairing the campus Council on Cultural Diversity meetings** and assisted with setting the agenda for the quarterly community-based **President's Multicultural Advisory Council**
- **Facilitated collaboration between college offices and groups**, including the GLBT Center, Veteran's Affairs, Disability Services, and International Student Affairs

Interim responsibilities included:

- Administrative Designee for **Student Rights & Responsibilities** (Judicial Affairs)
- **Academic & Career Counselor** (Tenure Faculty Position)
- **Adjunct Faculty**: Humanities & Education Division

Education & Training

Doctorate Level Courses:

Education Leadership & Policy Studies

(Emphasis: Evaluation and Assessment)

University of Washington – Seattle, 2005, 2006

Master of Arts:

Special Major: Counseling (Psychology), Ethnic Studies and Organizational Administration

San Francisco State University, May 1994

Bachelor of Arts:

Speech Communication

Colorado State University, May 1988

***Three-year lettermen: Varsity football team**

Additional Professional Training Topics

- *Cultural Competency*
- *Customer Relations Analysis & Metrics*
- *Effective Marketing to Diverse Communities*
- *EO / Affirmative Action Plan Design (6 Month Program)*
- *Executive Recruiting*
- *Qualitative & Quantitative Assessment Strategies*

- *Strategic Planning / Project Management (incl. LEAN)*

- *Community Engagement / Public Relations Strategies*

- *Small / Large Group Facilitation*
- *Operations Leadership Training (3 Month Program)*

- *Small Business Development Practices*
- *Conflict Mediation*
- *Social Networking & Recruiting Talent*
- *Technology: Candidate / Employee Tracking Tools*
- *Technology: Microsoft All Microsoft Office tools*

Polly Ortiz Lutz, Ph.D

BALANCE / Early Dispute Resolution

720-327-4445

(cell)

15239 W. Auburn Avenue
Lakewood, CO 80228

drpolly94@gmail.com

CURRICULUM VITA

2018-19

Education

Ph.D. in Educational Leadership and School Psychology, 1994
University of Denver - Denver, Colorado
Dissertation Title: *"Beyond the Baseline: The Dimensions of Elite Adolescent Athletes"*

Ed.S. coursework in School Psychology
University of Northern Colorado - Greeley, Colorado
(Course work completed, transferred to doctoral program at University of Denver)

M.A. in Professional Psychology, 1990
Counseling in Clinical and Agency settings
University of Northern Colorado - Lowry Campus

B.S. in Education, 1974
University of Oklahoma - Norman, Oklahoma
High School endorsements - Psychology, Sociology, Economics and American Government

Recent Positions

2018-present	Chief Education Officer BALANCE / Early Dispute Resolution, Lakewood, Colorado
2009-2018	Director, Special Education/Section 504 Compliance Officer Jefferson County Public School, Golden, Colorado
2015-2016	Interim Executive Director, Student Success Jefferson County Public Schools, Golden, Colorado
2007-2015	Adjunct Faculty, College of Education and Human Development University of Colorado Denver
1998-2009	Assistant Director, Special Education

Areas of Specialization

Special Education Procedures/Process	Mediation/Dispute Resolution
School Based Mental Health	Crisis Prevention and Response
Child/Adolescent Development	Adult Professional Learning
High Risk/High Needs Youth	Restorative Practices
School/Agency Collaboration	School/Family Partnerships

Licensures through Colorado Department of Education

Director of Special Education, License #232313

School Psychologist, License #260425

Principal

Social Studies Teacher (7-12)

Expertise and Training

Colorado Bar Association / Mediation Training, August 2018

Special Education/IDEA, 504, ADA, and OCR compliance, professional ethics

Research based academic, social/emotional, behavior and mental health

interventions (preschool-12th grade and college aged youth)

Crisis preparedness, lead response, recovery and school safety

Child and adolescent psychopathology, individual and group counseling

Coordinated and supervised school based mental health services/executive

functioning deficits/ learning disabilities/ADHD/ twice exceptional students

Resilience, risk factors and school refusal behavior with children/youth

Consultation with schools and agency partners

Family systems/ conjoint behavioral consultation

Inclusion and equity

Restorative practices with teams and families

Scholarships/Honors

- Colorado Child and Adolescent Mental Health Coalition 2009 Educator of the Year Award for Exemplary Service
- University of Denver Doctoral Research Assistantship in Education
- University of Denver Graduate Dean's Tuition Scholarship
- George & Mamie Miller Scholarship for Outstanding Women in Education
- State of Colorado Graduate Fellowship Award
- United States Tennis Association (USTA) Sports Science Research and Dissertation Grant

Professional Experience

2018-present

Chief Education Officer

BALANCE / Early Dispute Resolution, Lakewood, Colorado

- Provide strength-based coaching and training on system wide improvement for IDEA and 504 compliance.
- Oversee and mentor administration in analyzing programs and services for special education students. Identify strengths and gaps in services for students with special needs. Prepare reports for districts, focusing on outcomes for every student.
- Work with district leadership to improve professional learning for staff. Develop 1-5 year plans with the goal of children with disabilities flourishing.
- Create resource documents for school districts to improve IDEA and 504 meetings, planning and implementation.
- Coordinate, mediate and support administration/school based teams in 504 and IDEA complaints and early resolution.
- Partner with school teams, community partners and parents to restore relationships and work together collaboratively, keeping children at the center.

2009-2018

Director, Special Education

Jefferson County Public Schools, Golden, Colorado

- Provide special education administrative leadership and management of special education programs/staff within the District (9,000 IEPs)
- Plan, coordinate and implement District wide initiatives; emphasis on problem solving and the needs of diverse learners.
- Develop and manage a \$75 million budget in collaboration with teams and department budget analyst. Steward of tax payer dollars.
- Provide direct supervision/evaluation for Assistant Directors and coordinators. Work daily with principals in advisory role.
- Interpret, coordinate, mediate and respond to IDEA process questions, complaints and situations (ie: Due Process, Office of Civil Rights and Federal Complaints). Represent the District in those proceedings.
- Approve and monitor contract with outside agencies. Evaluate and modify systems used in placing/returning Jeffco students on IEPs with outside treatment facilities.
- Daily use of strong planning, organization, project management and evaluation of instructional programs and services.
- Oversee state and federal counts, year-end reports, ensure accurate and timely reporting. Liaison to Colorado Department of Education to monitor state and federal reports.

- Partner with Special Education team to plan and implement professional development for special education staff. Conduct professional development for administration and principals district wide.
- Responsible for representing the District with outside agencies and developing partnerships within the community to improve services for Jeffco children.
- Provide leadership for the District on state-wide legislative and regulatory task forces and state directors meetings. Served 2015-18 on Colorado department of Education State Board for Early Dispute Resolution.

2016- 2017 School year

Section 504 Compliance Officer

Jefferson County Public Schools, Golden, Colorado

- Facilitated the implementation of school board approved Section 504 policy for 85,000 preschool and K-12 students
- Served as a daily resource to principals and school 504 teams
- Co-developed with the district's attorney 504 procedures, manual, forms and trainings
- Member of Facilities Accessibility Committee that continually monitors architectural barriers for students with disabilities
- Coordinated 504 grievances, complaints and early dispute resolution
- Served as the district's liaison to the U.S. Office of Civil Rights (OCR)

2015- 2016 School year

Executive Director, Student Success, Interim

Jefferson County Public Schools, Golden, Colorado

- Represented the vital perspective of both Special Education and Health Services on district-wide systems work, reporting directly to the Chief Academic Officer.
- Created a supportive work environment for employees that fosters a balance between productivity, improved outcomes for students and wellness.
- Skilled in group facilitation, program redesign, and supporting staff in the change process. Leader and sense-maker of the District's strategic plan to include Jeffco 2020 and defined autonomy to improve both communication and organizational wellness.
- Lead work to bring Jeffco Special Education Department up to meet requirements to exit Corrective Action Plan
- Recruited, hired, and built a new Special Education Leadership Team
- Designed a structure to align Special Education Partners to Achievement Directors to improve communication and services to schools
- Presenter to Jeffco Board of Education regarding Special Education.
- Provides leadership for all Student Success Services which includes Special Education and Health Services.

- Analyzed and manage financial and human resources, implement Board of Education policies/procedures, and assure compliance with both state and federal programs.
- Facilitation, coordination and evaluation of all Special Education programs district-wide. Lead the WestEd program evaluation.
- Supervised the Directors of Special Education and the Director of Health Services. Health Services includes Homebound and 504 compliance.
- Assisted with development, interpretation and implementation of IDEA compliance and due process procedures. Collaborate with legal counsel and stakeholders.
- Conducted state and federal counts and reports. Lead on December 1 count for CDE.
- Approved and monitor contracts with outside agencies.
- Represented District on state and federal level work groups and Boards.
- Responded to and proposed federal and state legislation and regulations.

2007-2015

Adjunct Faculty, College of Education and Human Development, University of Colorado Denver

- Instructor for Advance Child Development, Theories of Counseling for School Psychologists, Behavioral Consultations in Schools

1998-2009

**Assistant Director, Exceptional Student Services (ESS)
Jefferson County Public Schools, Golden, Colorado**

- Co-responsible for development, implementation, administration, supervision, maintenance, monitoring and program evaluation of services to students with disabilities.
- Hired, supervised and evaluated Special Education staff.
- Facilitated problem solving, conflict management and mediation.
- Performed detailed analysis of cases, quickly and in times of crisis. Ensured decisions were compliant with district, state and federal policies, procedures and regulations.
- Assisted in monitoring general fund and grant budget/resource issues.
- Planned, organized and taught professional development training.
- Supported staff as roles expanded within a multi-tiered intervention model.

1994-1998

**Director of Psychological Services, AmeriCorps;
National Civilian Community Corps (NCCC), Washington, D.C. (GS 14 equivalent)**

- Provided administrative support and clinical supervision to campuses in San Diego, CA, Perry Point, MA, Denver, CO and Charleston, S.C.

Reported directly to Five Star General Don Scott, congressionally appointed NCCC National Director. Trained with legal staff on ADA and EEO issues.

- Worked collegially with Campus Directors and licensed mental health professionals to provide, promote and ensure success of all Corps Members.
- Integrated the quality delivery of psychological, educational and health services to a diverse population of Corps Members aged 17-24 in a residential national service learning program. Collaborated with **Peace Corps medical staff**.

Psychologist, Senior Administrative staff

National Civilian Community Corps (NCCC), Denver, Colorado

- Developed, provided and evaluated education and psychological services for AmeriCorps * NCCC campus community.
- Coordinated assessments, interventions, counseling, community outreach and liaison to the military medical officer.
- Fostered positive relationships and multicultural competence with teams.
- Provided direct and consultative services, staff training, ADA and 504 accommodations, recruitment and mental health screening in conjunction with U.S. Peace Corps medical team.
- Faculty affiliate to Residential Life Committee.

1992-1994

Adjunct Faculty, College of Education

University of Denver, Denver, Colorado

- Focused on fieldwork supervision in schools.
- Courses taught included Educational Environment, Becoming a Teacher, Supervision of Student Teaching, College Student as Learner, Curriculum Based Assessment and Behavior Management.
- Prepared educators for crisis intervention and counseling with children and adolescents.
- Supervised pre-service teachers in Denver Public Schools and Jefferson County using clinical model, mentoring, formative evaluation and peer coaching. Promoted and modeled co-teaching, Socratic teaching and interactive dialogue.

1993-1994

School Psychologist

Jefferson County Public Schools, Golden, Colorado

- Functioned as a part of a multi-disciplinary team that included faculty, nurse, social worker, school counselor and speech pathologist.
- Duties consisted of psychological evaluations, interventions, crisis response, counseling, collaborative consultation and chair for school-based Student Study Team.

- Use of functional assessments within a prevention model.
- Advocacy for special needs individuals.
- Significant experience working with curriculum alignment, Special Education legal compliance, ADA/504 accommodations, LRE mandate and IEP compliance.
- Developed effective prevention and intervention activities.
- Expertise in social skills training and behavior management. Strong observational and interviewing skills. Ongoing Conjoint Behavioral Consultation with teachers and parents.

1993-1994

**Middle School Assistant Principal, Building Level Intern
Creighton Middle School, Lakewood, Colorado
Vice Principal/Special Education Administration**

- Involved in supervision of staff, curriculum development, effective teaching and building/district level crisis intervention.
- Demonstrated success with mentorship programs for high risk youth; knowledge of causes and correlates of delinquency
- Introduced a School-to-Work transition program.
- Expertise in discipline and attendance concerns; liaison with juvenile justice and truancy court.

1991-1992

**Graduate Research and Teaching Assistant (TA), Department of
School Psychology
College of Education, University of Denver, Denver, Colorado**

- Assisted with recruitment and course preparations.
- Inventory control of psychological test resource library.
- Participated in peer coaching, effective college teaching and research projects as assigned by professors.
- Published and edited the department newsletter.

1991-1992

**Psychotherapist
Psychiatric Associates of Wheat Ridge, Wheat Ridge, Colorado**

- Worked directly under the guidance of Ramona Reed, M.D., Board Certified Psychiatrist
- Managed an individual counseling caseload of children, adolescents and adults.
- Private practice experience included brief solution oriented psychotherapy to severe psychiatric disorders requiring in-patient hospitalization.

1990-1991

**Psychological Emergency Resource Team Member, Mental Health
Counselor**

**West Pines Psychiatric Hospital and Lutheran Medical Center
Emergency Department, Wheat Ridge, Colorado**

Responsible for psychological assessments in hospital emergency room and follow-up care of psychiatric inpatients.

- Worked collaboratively with families, physicians, pharmacists, social workers and nurses designing and implementing treatment plans.
- Developed and coordinated interventions for youth placed residentially.
- Crisis intervention, victim's assistance and trauma team experience.

1974-1981

Public School Teacher (Secondary 7-12 grade)

Jefferson County Public Schools, Pomona High School and Moore Public Schools, Moore, Oklahoma

- Taught high school social studies. Responsible for course preparation, lesson planning, assessment and curriculum alignment to District standards.

Teacher On Special Assignment (TOSA) ECC (Exploring Careers in the Community), experiential vocational education curriculum.

Social Studies Curriculum Coordinator; Department Chair

Professional Affiliations

Colorado Society of School Psychologists
National Association of School Psychologists

Publications

Lutz, Ortiz P (1994). *Beyond the Baseline—The Dimensions of Elite Adolescent Athletes*. Published dissertation, University of Denver, Denver, Colorado.

Work Groups and Leadership Experience

- CDE and OSEP, "Future of Special Education" taskforce
- CDE State Board for Early Dispute Resolution
- Trainer for Functional Behavioral Assessment and Positive Behavior Support
- NASP, PREPaRE curriculum trainer
- Administrative Liaison to Jeffco School Psychologists and Social Workers
- Developed Jeffco's School Psychologist Internship Program
- Participated on several District Level Threat Assessment Teams
- Supervisor for Students Placed Out of District (POOD)
- Supervisor for the Central Assessment Team (CAT)

- Colorado Department of Education (CDE) Transition Work Group 17-21 year olds
- Team Exceptional Student Services Leadership Group (TESS)
- Conjoint Behavioral Consultation Trainer
- Jeffco Human Resources Recruitment Team
- Collaborative work with Drop Out Prevention Office
- Crisis Response through FEMA and American Red Cross
- Jeffco Crisis Response Team following school shooting at Columbine
- Manager, psychologists and social workers following Bailey school shooting
- Co-managed mental health workers response at Deer Creek MS/Stony Creek
- Superintendent appointed liaison to Human Services CORE Services
- Former Principal and Cofounder for the ReConnect Program (expelled/high risk students)
- Assessment Task Force for Rtl Model
- Collaborates regularly on behalf of students with Jeffco Human Services, Division of Youth Corrections, Jefferson Center for Mental Health, The Children's Hospital, The Kempe Center and private medical providers
- Participated on grant application teams to secure federal and private funding
- District representative for 10th Circuit JEFFCO Mental Health Court
- Colorado Society of School Psychologists Past Board of Directors, Medical and Wellness Coordinator
- Jeffco Mental Health Advisory/Liaison to JEFFCO mental health providers
- Initial Integrated School Health and Wellness Task Force
- Past member, Jefferson County Minority Educators Advisory Group
- Actively involved in continued collaboration/service with our university partners to prepare novice educators for classrooms (University of Colorado, University of Denver and University of Northern Colorado)

Presentations

Numerous professional development topics presented to school teams, college students/pre-service teachers and principals. Experienced in presentations for adult learners.

Lutz, Ortiz P.L. (2018) *Taking the Mystery Out of 504 Compliance*, Douglas County School District, Castle Rock, Colorado.

Lutz, Ortiz P.L. (2018) *Special Education 101*, presented to ARC families, Golden, Colorado.

- Lutz, Ortiz P.L. (2018) *Restorative Practices for School Teams*, Jeffco Schools, Golden, Colorado
- Lutz, Ortiz P.L. (2018) *School Refusal Behavior in Children and Youth*, Golden, Colorado
- Burghardt, A. and Lutz, P.L. (2016) Section 504 Compliance Training. Jefferson County Public Schools, Golden, Colorado, trained over 600 educators
- Lutz, Ortiz P.L. (2015). *IDEA Compliance for School Leaders*. University of Northern Colorado Center for Urban Education, Lowry Campus, Denver, Colorado
- McDonald,J., Lutz,Ortiz P.L. & Sanger,J. (2008). *Mental Health Court*. Colorado Society of School Psychologist Annual Conference, Beaver Creek, Colorado
- Buzard, L. & Lutz, Ortiz P.L. (2007). *Supporting Student Health Needs and Mental Health Needs in the School Setting*. Professional Development for Private Schools, Jeffco Public Schools, Golden, Colorado.
- Lutz, Ortiz P.L. (2007). *Transition to Post-Secondary Education for Students with IEPs*. Presentation to Private Schools in Jefferson County, Lakewood, Colorado.
- Lutz, Ortiz P.L. (2006). *Strategies for Communicating and Deescalating Students with Special Needs*. Children in Crisis Conference, Colorado State Patrol, School Resource Officer Training, Golden, Colorado.
- Lutz,Ortiz P.L. & Meyer.R. (2006). *The Process of Reading and Current Reading Research*. Jefferson High School Special Education Meeting, Edgewater, Colorado.
- Frame R., & Lutz, Ortiz P.L. (2004). *Wechsler Intelligence Scale for Children- IV, Using This New Tool Effectively*. Professional Development for Psychologists, Red Rocks Community College, Lakewood, Colorado.
- Lutz, Ortiz P.L. (1998). *Stop, Think, Plan – A Strategy for Teaching Conflict Resolution*. *NCCC, Denver, Colorado.
- Lutz, Ortiz P.L. (1997). *504 Compliance – A Definitive Guide to Writing Implementing and Evaluating 504 Plans*. Federal Government EO Conference, Washington, D.C.
- Lutz, Ortiz P.L. (1997). *National Service and At Risk Youth*. National At-Risk Youth Forum/National Drop-Out Prevention Conference, Myrtle Beach, South Carolina.
- Lutz, Ortiz P.L., & Poindexter, N. (1996). *Voices from the Field*. Presentation on Service-Learning/Critical Thinking, Native American Indian Youth Educational Conference, Denver, Colorado.
- Lutz, Ortiz P.L. (1995). *Suicide Ideations and Youth – Guidelines for Residential Living*. AmeriCorps Team Leaders Staff Training, Aurora, Colorado.
- Baker, A., Hazen, D., & Lutz, Ortiz P.L. (1995). *Asking the Right Questions in Communities*. National Service Learning Conference, Philadelphia, Pennsylvania.
- Lutz, Ortiz P.L. (1995). *College Students as Literacy Coaches for At-risk Youth*. Delta Kappa Gamma, Denver, Colorado.
- Lutz, Ortiz P.L. (1994). *Competition in Classrooms – What are We Losing in*

- the Race?* AmeriCorps One-Time-Only Speaker Series, Aurora, Colorado.
- Lutz, Ortiz P.L. (1994). *Integration of Service – Together We Can.* University of Denver, Research Speaker Series, Denver, Colorado.
- Lutz, Ortiz P.L. (1994). *Intensive Participation in Children's Sports – Do they Build Character?* University of Denver Sociology of Sport class, Denver, Colorado.
- Lutz, Ortiz P.L. (1994). *Ethnographic Inquiry: Elite Adolescent Athletes.* University of Colorado Kinesiology Journal Club, Dr. Jeffery Simons, Sponsor, Boulder, Colorado.
- Lutz, Ortiz P.L. (1993). *Cooperative Learning.* University of Denver, Initial Teacher Certification Program, Denver, Colorado.

Lucy Hart Paulson, EdD, CCC-SLP
Language Literacy Links, Inc.
Literacy Specialist
Speech Language Pathologist
406-240-7108
lucy.hartpaulson@gmail.com

EDUCATION

2004	Doctorate of Education, Curriculum and Instruction, School of Education, University of Montana, Missoula, Montana
1980	Master of Science, Speech-Language Pathology, University of Illinois, Champaign, Illinois
1979	Bachelor of Science, Speech and Hearing Science, University of Illinois, Champaign, Illinois

LICENSURE and CERTIFICATON

2003	Literacy Certificate, School of Education, University of Montana
1981 – present	Certificate of Clinical Competence, American Speech-Language-Hearing Association
1980 – present	License #385, Board of Speech Pathologists and Audiologists, State of Montana

UNIVERSITY and PROFESSIONAL EXPERIENCE

1998 – present	Educational Consultant of language and literacy professional development
2008 – 2017	Tenured Associate Professor in the Communicative Sciences and Disorders, University of Montana
2010 – 2014	Department Chair in the Communicative Sciences and Disorders Department, University of Montana
2009- 2011	Project Director for Advancing Language and Literacy for Struggling Adolescent Students I and II.
2000 – 2002	Project Director of the Montana Early Literacy Project, Division of Educational Research and Service, University of Montana
1998 – 2008	Clinic Coordinator, Western Montana RiteCare Language and Literacy Clinic, University of Montana
1980 – 1998	Speech and Language Pathologist, Helena Public Schools, Helena, Montana
1981 – 1998	Private practice, speech and language therapy services
1990 – 1991	Special Education Director (interim), Prickly Pear Special Services Cooperative, East Helena, Montana

PROFESSIONAL DEVELOPMENT EXPERIENCE

2010 – present	Lead author and national trainer for <i>Language Essentials for Teachers of Reading and Spelling (LETRS) for Early Childhood Educators, 2nd Edition</i>
2007, 2006, 1998	Contract with Department of Defense Dependent School to provide professional development for early childhood educators, speech-language pathologists and related service providers
1998 to present	Provide professional development in-service trainings, workshops, and presentations in areas of early literacy, language and literacy connections, phonological processing, and social communication skill development

HONORS AND SERVICES

2017 – to present	Member of Oregon Dyslexia Advisory Council
2014 – present	Montana Department of Labor and Industry Board of Speech-Language Pathologists and Audiologists, Chair (2016 to present)
2014 – 2016	University of Montana Faculty Senate
2006 – present	International Dyslexia Association
2004 – 2017	University of Montana Institutional Review Board (IRB)
2002 – 2017	Early Childhood Partners for Professional Development, Montana Office of Public Instruction
2000 – 2017	Family Support Services Advisory Council Therapist Representative
1999 – 2016	Council for Exceptional Children, Division of Early Childhood
1995 – 1998	Board of Trustee, Montana City School District
1995 – 1998	Montana School Boards Association
1995 – present	Award for Continuing Education (ACE) (14 awards), American Speech-Language-Hearing Association
1980 – 2017	Montana Speech, Language, Hearing Association
1977 – present	American Speech-Language-Hearing Association

COURSES TAUGHT

CSD 550 Language and Learning Disorders in Preschool/Service Learning, University of Montana, 3 credits
CSD 340 Speech Disorders, University of Montana, 3 credits
CSD 360 Language Disorders, University of Montana, 3 credits
CSD 320 Phonological Development and Phonetics, University of Montana, 3 credits
CSD 210 Speech and Language Development, University of Montana, Summer, 3 credits
C&I 510 Advanced Educational Psychology, University of Montana, 3 credits
C&I 543 Supervision and Administration of the K-12 Literacy Program, University of Montana, 3 credits
ED 343 Persons with Disabilities Online Course, School of Education, University of Montana-Western, 3 credits
HFD 494 Seminar on Language Development across the Life Span, University of Montana, 1 credit
C&I 367 CO-TEACH Practicum, co-instructor, School of Education, Curriculum and Instruction, University of Montana, 1 credit

PUBLICATIONS

Paulson, L. H. (2019). *Language Essentials for Teachers of Reading and Spelling (LETRS) for Early Childhood Educators, 2nd Edition Facilitator's Kit*. Voyager Sopris Learning, Dallas, Texas.

Paulson, L. H. (In press). Teaching phonemic awareness. In J. Birch and S. Carreker (Eds.), *Multisensory teaching of basic language skills, 4th Edition*. Baltimore, MD: Paul Brookes Publishing.

Paulson, L. H. & Moats, L. C. (2018). *Language Essentials for Teachers of Reading and Spelling (LETRS) for Early Childhood Educators, 2nd Edition*. Voyager Sopris Learning, Dallas, Texas.

Paulson, L. H. & Moats, L. C. (2010). *Language Essentials for Teachers of Reading and Spelling (LETRS) for Early Childhood Educators*. Sopris West Educational Services, Longmont, Colorado.

Paulson, L. H. & Kuhn, L. (2010). *Language Essentials for Teachers of Reading and Spelling for Early Childhood Educators Presenter Kit CD Rom*, Longmont, CO: Sopris West.

- Paulson, L. H. (2007). *Early Literacy Foundations for Early Childhood Educators*, Web-based Training, Department of Defense Dependent Schools.
- Paulson, L. H. (2004). The development of phonological awareness: From syllables to phonemes. *ProQuest Digital Dissertations*.
- Paulson, L. H., Kelly, K. L., Jepson, S., van den Pol, R., Ashmore, R., Farrier, M., & Guilfoyle, S. (2004). The effects of an early reading curriculum on language and literacy development of Head Start children. *Journal of Research in Childhood Education*, 18(3): 169-178.
- Paulson, L. H., (2004). On the path to literacy: Helping all children develop oral language, phonological awareness, and print awareness. *Children and Families, The Magazine of the National Head Start Association*, 18(1), 42-46.
- Ashmore, R. A., Farrier, M. J., Paulson, L. H., Chu, X. (2003). The effects of phonemic awareness drills on phonological awareness and word reading performance in a later learned alphabetic script. *Reading Improvement*, 40(1): 33-47.
- Paulson, L. H., Noble, L. A., Jepson, S., & van den Pol, R. (2001). *Building Early Literacy and Language Skills: A Resource and Activity Guide for Preschool and Kindergarten*. Sopris West Educational Services, Longmont, Colorado.
- Paulson, L. H. & van den Pol, R. (1998). *Good Talking Words: A Social Communication Skills Program for Preschool and Kindergarten Classes*. Sopris West Educational Services, Longmont, Colorado.

PRESENTATIONS (in Chronological Order)

- Paulson, L. H., (October, 2018). *ABC to XYZ with PA in the Middle: Teaching Phonological Awareness and Alphabet Knowledge in K4 Children*. First Nations Education Steering Committee, Vancouver, British Columbia, Canada.
- Paulson, L. H., (October, 2018). *Here a Dis, There a Dys, Everywhere a Dis, Dys: Writing Assessment and Intervention for Language Disorders, Dyslexia, and Dysgraphia*. Montana Speech Language and Hearing Conference, Helena, MT.
- Paulson, L. H., (September, 2018). *Letter Names, Sounds, or Both? What the Research Says about Alphabet Learning and Letter Names, Sounds, or Both? Evidence-based Approaches for Alphabet Instruction; What is Developmentally Appropriate about Explicit Instruction? and If It's Developmentally Appropriate, Let's Intentionally and Playfully Teach It; **Closing Keynote: It Matters, Everything We Say and Everything We Do!*** Colorado READ Conference, Bueno Vista, CO.
- Paulson, L. H., (September, 2018). *TALK TALK TALK: Foundations for Language and Early Literacy Learning*. Montana Preschool Development Grant. Butte Head Start, Butte, MT.
- Paulson, L. H., (August, 2018). *Building Executive Function and Using First Class Talk and Questions*. Montana Preschool Development Grant. Rocky Mountain Development Council Head Start, Helena, MT.
- Paulson, L. H., (August, 2018). *Executive Function Skills: The Building Blocks of Learning*. Montana Preschool Development Grant. Great Falls Public School District, Great Falls, MT.
- Paulson, L. H., (August, 2018). *Let's Talk: Lots and Lots of Language Learning*. Salish Kootenai Tribal Head Start, Pablo, MT.
- Paulson, L. H., (August, 2018). *Scribbles and Beyond! All about Writing for Young Children*. Montana Preschool Development Grant. Kootenai Valley Head Start, Libby, MT.
- Paulson, L. H., (August, 2018). *Top 10 Considerations for Quality Pre-K Education; Practical Approaches to Promote Learning for the Predictive Key Indicators; and Every Word Counts! Facilitating Language to Make the Most of Center Time Learning*. 2018 Montana Preschool Development Grant Summer Institute, Helena, MT.

- Paulson, L. H., (July, 2018). Ready or Not, I'm coming to Kindergarten! What Should I Know about Reading and Writing? Literacy Symposium. Voyager Sopris Learning, Dallas, TX.
- Paulson, L. H., (July, 2018). *Playful Teaching and Planful Play, If It's Developmentally Appropriate, Let's Appropriately Develop It* and *Top 10 Considerations for Quality Early Childhood Education*. Staff Development for Educators National Conference. Las Vegas, NV.
- Paulson, L. H., (June, 2018). *Letter Names, Sounds, or Both? What the Research Says about Alphabet Learning and What's in a Scribble? Writing Assessment and Instruction for Young Children*. Pennsylvania Training and Technical Assistance Network Summer Literacy Symposium. Harrisburg, PA.
- Paulson, L. H., (June, 2018). *Letter Names, Sounds, or Both? What the Research Says about Alphabet Learning and If It's Developmentally Appropriate, Let's Appropriately Develop It*. Grant Wood Summer Literacy Symposium. Cedar Rapids, IA.
- Paulson, L. H. & Dodson, J. (May, 2018). Let's Talk: Nurturing Social Emotional Learning. Voyager Sopris Learning Webinar Series.
- Paulson, L. H., (April, 2018). From ABC to XYZ: Research Findings on Young Children's Letter Learning and Approaches for Teaching Them. Reading in the City, Denver, CO.
- Paulson, L. H. (April, 2018). *Application of LETRS ECE*. Ohio Department of Education. Washington Courthouse, Rootstown, and Finlay, OH.
- Paulson, L. H., (April, 2018). Playful and Planful Teaching for Developmentally Appropriate Early Literacy Learning. Montana Preschool Development Grant. Central Montana Head Start, Lewistown, MT.
- Paulson, L. H. (March, 2018). *Language essentials of teachers of reading and spelling for early childhood educators*. Brattleboro, VT.
- Paulson, L. H., (March, 2018). Tuning into the TALK: Building Foundations for Language and Early Literacy Learning. Montana Preschool Development Grant. Fort Peck Head Start, Poplar, MT.
- Paulson, L. H., (March, 2018). Executive Function Skills: The Building Blocks of Learning. Montana Preschool Development Grant. Anaconda Preschool Programs, Butte, MT.
- Paulson, L. H., (February, 2018). PA Across the Day: Phonological Awareness in Every Day Early Childhood Classrooms. Montana Preschool Development Grant. Confederated Salish and Kootenai Tribes, Pablo, MT.
- Paulson, L. H., (February 2018). *Top 10 Considerations for Quality Early Childhood Education and If It's Developmentally Appropriate, Let's Appropriately Develop It*. Plain Talk about Literacy and Learning Conference, New Orleans, LA.
- Paulson, L. H., (January, 2018). Going Deeper: Understanding Best Practice in Preschool Education. Montana Preschool Development Grant, Hardin School District and Crow Head Start. Hardin, MT.
- Paulson, L. H. (2017-2018). Three-day training: *What's in a Narrative? Foundation Skills Needed for Young Students to Develop Narrative Writing Skills; Teacher, Teacher, How Do I Write...? Developing Writing Skills in Kindergarten and 1st Grade; and Putting the Pieces of the Writing Process All Together*. Clayton County School District, College Park, GA.
- Paulson, L. H. (November, 2017). *How am I Learning? Predictive Indicators across the Developmental Domains*. American Speech Language and Hearing Association Convention, Los Angeles, CA.
- Paulson, L. H. (October, 2016). *LETRS for ECE Application*. Ohio Department of Education, Rootstown, Findlay, Washington Court House, OH.
- Paulson, L. H. (October, 2017). *Lots of Language Leading Early Literacy Learning: Developmental Expectations and Effective Practices*. Bozeman Head Start, Bozeman, MT.
- Paulson, L. H. (August, 2017). *What's in a Scribble? Writing Assessment and Instruction for Young Children; ABC to XYZ: What Does the Research Say about Alphabet Instruction and How Young Children Learn Letters; PA Throughout the Day: Embedding Phonological Awareness in Every Day Routines; How am I Learning? Predictive Indicators across the Developmental Domains*. Green Hills Area Education Agency, Atlantic, IA.

- Paulson, L. H. (August, 2017). *What is in a Scribble? Writing Assessment and Instruction for Young Children; PA Throughout the Day: Embedding Phonological Awareness in Every Day Routines; Top 10 Considerations for Quality Pre-K Education; Playful Instruction and Planful Play; If It's Developmentally Appropriate, Let's Appropriately Develop It.* Montana Preschool Development Grant Summer Institute. Montana Office of Public Instruction, Helena, MT
- Paulson, L. H. (July, 2017). *Top 10 Considerations for Quality Early Literacy.* Voyager Sopris Learning Virtual Literacy Symposium, Dallas, TX.
- Paulson, L. H. (June, 2017). *Language essentials of teachers of reading and spelling for early childhood educators.* Oklahoma Department of Education, Oklahoma City, OK.
- Paulson, L. H. (March, 2017). *Letter Names, Sounds or Both? What the Research Says about Alphabet Learning In Young Children and How am I Learning? Predictive Indicators across the Developmental Domains.* Plain Talk about Literacy and Learning Conference, New Orleans, LA.
- Paulson, L. H. (February, 2017). *Where the Wild Words Are: Interactive Storybook Strategies and Conversations to Build Young Children's Language and Learning.* MT CEC Conference on disABILITIES. Missoula, MT.
- Paulson, L. H. (January/ February, 2017). *Early Literacy Foundations: Research to Practice.* Montana Preschool Development Grant. Office of Public Instruction, Helena, Kalispell, Havre, Billings MT.
- Paulson, L. H., (January, 2017). *Literacy "PH"oundations.* Orange County Department of Education, Santa Ana, CA.
- Paulson, L. H. (December, 2016). *Language essentials of teachers of reading and spelling for early childhood educators.* Putnam Co. School District, Cookeville, TN.
- Swant, S. & Paulson, L. H. (November, 2017). *Preschool Writing Intervention: Modeling the Writing Stages.* American Speech Language and Hearing Association Convention, Philadelphia, PA.
- Paulson, L. H. (October, 2016). *ABC to XYZ: What the Research Says about Letter Learning from Early Literacy to Early Reading and Writing.* National RiteCare Conference, 2016. Denver CO.
- Paulson, L. H. (September, 2016). *Building Early Literacy and Language Skills: Critical First Steps.* Newcastle School District, Newcastle, WY.
- Paulson, L. H. (September, 2016). *Where the Wild Words Are: Child-Directed and Interactive Storybook Strategies to Build Young Children's Language and Learning.* Nurturing Center, Kalispell, MT.
- Paulson, L. H. (August/September, 2016). *Language essentials of teachers of reading and spelling for early childhood educators.* Ohio Department of Education, Cuyahoga Falls, Waverly, Cincinnati, OH.
- Paulson, L. H. (July, 2016). *Letter Names, Sounds or Both? What the Research Says about Letter Learning from Early Literacy to Early Reading and Writing.* Voyager Sopris Virtual Literacy Symposium.
- Paulson, L. H. (July, 2016). *Are the Standards Developmentally Appropriate? From MELs to the CCSS.* Montana Preschool Development Grant Summer Institute, Helena, MT.
- Paulson, L. H. (July, 2016). *Letter Names, Sounds, or Both? What the Research Says about Letter Learning from Early Literacy to Early Reading and Writing.* Voyager Sopris Learning Virtual Literacy Symposium, Dallas, TX.
- Paulson, L. H. (June, 2016). *Language essentials of teachers of reading and spelling for early childhood educators.* Ohio Department of Education, Columbus, OH.
- Paulson, L. H. (June 2016). *What's in a scribble? Writing assessment and instruction for young children, Leader Luncheon; Teacher, how do you write... Instructional strategies for helping young students develop writing skills from sentences to paragraphs,* Teacher Workshop. Orange County Department of Education, Voyager Sopris Learning Authors Series 2016, Santa Ana, CA.
- Paulson, L. H. (June, 2016). *Language essentials of teachers of reading and spelling for early childhood educators.* Ohio Department of Education. Columbus, OH.
- Paulson, L. H. (April, 2016). *Language essentials of teachers of reading and spelling for early childhood educators.* Norfolk School District. Norfolk, VA.

- Paulson, L. H. (February, 2016). *Teacher, how do you write... Instructional strategies for helping young students develop writing skills from sentences to paragraphs and Every word counts! Making the most of learning opportunities in the early years*, Plain Talk about Literacy and Learning, New Orleans, LA.
- Paulson, L. H. (January, 2016). *What's my line? Multidisciplinary team roles in k-1 students with language challenges*. Grant Wood Area Education Agency, Cedar Rapids, IA
- Paulson, L. H. (December, 2015). *Learning my ABCs and writing them too! Research-based alphabet and writing instruction for young children*. 12th Annual Emergent Literacy Conference, Niagara Falls, Ontario, Canada.
- Paulson, L. H. (November, 2015) Keynote: *Teacher, how do you write... Instructional strategies for helping young students develop writing skills from sentences to paragraphs and ABC to XYZ: What the research says about alphabet instruction and how young children learn*. Lower Columbia College Head Start Infant to Kindergarten Conference, Longview, WA.
- Dobie, K., Kenyon, L., McCauley, J., Oligmiller, B., & Paulson, L.H. (October, 2015). *The effects of modeling writing on early literacy development in preschool children*. Poster presentation at the Montana Speech, Language, and Hearing Association Conference, Billings, MT. **Awarded Outstanding Graduate Student Poster
- Dobie, K., Kenyon, L., McCauley, J., Oligmiller, B., & Paulson, L.H. (November, 2015). *The effects of modeling writing on early literacy development in preschool children*. A poster presentation at the American Speech, Language, and Hearing Association Convention, Denver, CO.
- Paulson, L. H. (October, 2015). Keynote: *Developmentally appropriate? Considerations for appropriate development of early reading and writing in the primary grades*, Colorado Department of Education READing Conference, Denver CO.
- Paulson, L. H. (October, 2015). *Teacher, how do you write... Instructional strategies for helping young students develop writing skills from sentences to paragraphs*. Colorado Department of Education READing Conference, Denver CO.
- Paulson, L. H. (September, 2015). *What's in a scribble? Writing assessment and instruction for young children*. Kansas Speech Language and Hearing Association New Beginnings Annual Conference, Wichita, KS.
- Paulson, L. H. (September, 2015). *ABC to XYZ: What does the research say about alphabet instruction and how young children learn letters*. Kansas Speech Language and Hearing Association New Beginnings Annual Conference, Wichita, KS.
- Paulson, L. H. (August, 2015). *Language essentials of teachers of reading and spelling for early childhood educators*. Madison County School District. Madison, FL.
- Paulson, L. H. (July, 2015). *Language essentials of teachers of reading and spelling for early childhood educators*. Austin Independent School District. Austin, TX.
- Paulson, L.H. (July, 2015). *Are the CCSS developmentally appropriate for 4 – 6-year olds?* Voyager Sopris Learning Virtual Literacy Symposium.
- Paulson, L. H., (July, 2015). *ABC to XYZ: What the research says about alphabet instruction and how young children learn*. Montana Preschool Development Grant. Summer Institute. Montana Office of Public Instruction. Helena, MT.
- Paulson, L. H., (July, 2015). *What are you assessing? What does it mean?* Montana Preschool Development Grant. Summer Institute. Montana Office of Public Instruction. Helena, MT.
- Paulson, L. H. (June, 2015). *Language essentials of teachers of reading and spelling for early childhood educators*. Mississippi Department of Education. Jackson, MS.
- Paulson, L. H. (April, 2015). *Early signs of dyslexia in early literacy: Building bright beginnings*. Second Annual Dyslexia Summit, Gillette College, Gillette, WY.
- Paulson, L. H. (April, 2015). *I've got rhythm, I've got music: The role of rhythm in phonological processing development*. Voyager Sopris Learning Webinar Series.

- Paulson, L. H. (March, 2015). *Standards and testing and teaching, oh my! Research-based language and literacy strategies for k-1 classrooms*. Region III Comprehensive Services for Professional Development, Billings MT.
- Paulson, L. H. (March, 2015). *Standards and testing and teaching, oh my! Research-based language and literacy strategies in preschool classrooms*. Region III Comprehensive Services for Professional Development, Billings MT.
- Paulson, L. H. (February, 2015). *I've got rhythm, I've got music: The role of rhythm in phonological processing development*. Plain Talk about Literacy, New Orleans, LA.
- Paulson, L. H. (February, 2015). *A look at the many layers of questioning with young children: Open/closed, literal/inferential, contextual/decontextualized*. Plain Talk about Literacy, New Orleans, LA.
- Paulson, L. H. (November, 2014). *ABC to XYZ: What the research says about alphabet instruction and how young children learn*. American Speech Language and Hearing Association Convention, Orlando, FL.
- Paulson, L. H. (October, 2014). *A look at the many layers of questioning with young children: Open/closed, literal/inferential, contextual/decontextualized*. Voyager Sopris Learning Webinar Series.
- Paulson, L. H. (August, November, 2014). *Words and more! The ABCs and 123s of early literacy*. Everybody Reading. New York City, NY.
- Paulson, L. H. (August, 2014). *Creating an engaging preschool classroom: Lots of literacy learning*. Bitterroot Special Education Coop. Hamilton, MT.
- Paulson, L. H. (August, 2014). *Language essentials of teachers of reading and spelling for early childhood educators*. Colorado Department of Education. Denver, CO.
- Paulson, L. H. (July, 2014). *Language essentials of teachers of reading and spelling for early childhood*. Austin Independent School District. Austin, TX.
- Paulson, L. H. (June, 2014). *Language essentials of teachers of reading and spelling for early childhood educators*. New Mexico Department of Education. Albuquerque and Los Cruces, NM.
- Paulson, L. H. (April, 2014). *ABC to XYZ: What does the research say about alphabet instruction and how young children learn letters*. Plain Talk about Reading Conference. New Orleans, LA.
- Paulson, L. H. (April, 2014). *What is in a scribble? Writing assessment and instruction for young children*. Plain Talk about Reading Conference. New Orleans, LA.
- Paulson, L. H. (April, 2014). *What Does a Scribble Say? Writing Assessment and Instruction for Young Children*. Sopris Learning Webinar Series.
- Paulson, L. H. (2013). *Language essentials of teachers of reading and spelling for early childhood educators and training of trainers*. Arizona Department of Education. Phoenix, AZ.
- Paulson, L. H. (November, 2013). *Early Literacy Lessons Leading to Laudable Literacy Later*. Reading Assist CORE Conference: Creating Opportunities for Reading Excellence. Dover, DE.
- Paulson, L. H., Emmett, K., & Reynolds, J. (November, 2013). *More than ABCs: Skill development of alphabet knowledge in preschool children*. American Speech Language and Hearing Association Convention, Chicago, IL.
- Paulson, L. H. (October, 2013). *Oral Language Skills in Early Literacy Context and Meeting the Challenges of the Common Core* (Two Day Session). Center for Development and Learning Practical Application Series, New Orleans, LA.
- Paulson, L. H. (October, 2013). *Peeling and Dicing the Montana Common Core: Growing Early Literacy into Early Reading and Writing*. MT Office of Public Instruction Striving Reader's Project Meeting. Helena, MT.
- Paulson, L. H. (October, 2013). *From scribbles to print in preschool and kindergarten*. MT Office of Public Instruction Striving Reader's Project Meeting. Helena, MT.
- Paulson, L. H. (September, 2013). *Teaching the ABCs: Strategies beyond the Letter of the Week*, Sopris Learning Webinar Series.

- Paulson, L. H. (August, 2013). *Language Essentials for Teachers of Reading and Spelling for Early Childhood Educators and Training of Trainers*. Mayerson Academy, Cincinnati, OH.
- Paulson, L. H. (July, 2013). *Words and More: Critical Steps to Early Literacy*. Tennessee Early Childhood Summit, Nashville, TN.
- Paulson, L. H. (July, 2013). *ABCs and More: Best Practices in Early Literacy Leading to Early Reading*. Oklahoma State Department of Education 2013 Summer Conference, Vision 20/20
- Paulson, L. H. (June, 2013). *Oral Language Foundations for Reading and Writing*. LETRS Summit, Austin, TX.
- Paulson, L. H. (June, 2013). *Scribbles to Print: Foundations for Writing*. LETRS Summit, Austin, TX.
- Paulson, L. H. (May, 2013). *Language Essentials for Teachers of Reading and Spelling for Early Childhood Educators and Training of Trainers*. University of Mississippi, Oxford, MS.
- Paulson, L. H. (February, 2013). *What is My Behavior Telling You?* Plain Talk About Reading Conference, New Orleans, LA.
- Paulson, L. H. (February, 2013). *Peeling and Dicing the Common Core State Standards: The Ingredients of Early Literacy Development*. Plain Talk About Reading Conference, New Orleans, LA.
- Paulson, L. H. (April, 2013). *More Than Words: Developing Social Communication Skills in Young Children*, Glendive MT.
- Paulson, L. H. (March, 2013). *More Than Words: Developing Social Communication Skills in Young Children*, Glasgow MT.
- Paulson, L. H. (February, 2013). *Peeling and Dicing the Common Core State Standards: The Ingredients of Early Literacy Development*. MT Council for Exceptional Children Conference on DisABILITIES. Missoula, MT.
- Paulson, L. H. (November, 2012). *First Steps on the Road to Reading: Early Literacy Foundations*. Reading Assist Institute CORE Conference, Dover, DE.
- Froehlich, B. & Paulson, L. H. (November, 2012). *The Effects of Modeled Writing on Early Literacy Development in Preschool Children*. American Speech-Language and Hearing Association Conference, Atlanta, GA
- Paulson, L. H. (November, 2012). *More Than Words: Developing Social Communication Skills in Young Children*, Great Fall, Havre, MT.
- Paulson, L. H. (September, 2012). *Early Literacy Screening Strategies*. Project REAL grant, Helena, MT.
- Paulson, L. H. (August, 2012). *Language Essentials for Teachers of Reading and Spelling for Early Childhood Educators and Training of Trainers*. Central Montana Head Start, Lewistown, MT.
- Paulson, L.H. (July, 2012). *Building Early Literacy and Language Skills: Critical First Steps*. Alabama Mega Conference, Mobile, AL.
- Paulson, L.H. (June, 2012). *Building Early Literacy and Language Skills: Critical First Steps*. Wilmington and Milford, DE.
- Paulson, L. H. (May, 2012). *Language Essentials for Teachers of Reading and Spelling for Early Childhood Educators and Training of Trainers*. Louisiana Department of Education, Lafayette, LA.
- Paulson, L. H. (May, 2012). *From Scribbles to Print: The writing Process in Early Literacy*, Plain Talk About Reading Conference, New Orleans, LA.
- Paulson, L. H. (May, 2012). *Building Blocks of the Alphabetic Principle: Research Supporting Letter Name to Letter Sound Knowledge*, Plain Talk About Reading Conference, New Orleans, LA.
- Paulson, L.H. (April, 2012). *From Scribbles to Print in Preschool and Kindergarten*, Sopris Learning Webinar Series.
- Paulson, L. H. (February, 2012). *123s of ABCs: Early Literacy Leading to Early Reading*, Alaska Statewide Special Education Conference, Anchorage, AK.
- Paulson, L. H. (November, 2011). *Language Essentials for Teachers of Reading and Spelling for Early Childhood Educators and Training of Trainers*. South Dakota Department of Education, Chamberlain, SD.

- Paulson, L.H. (November, 2011). *Nurture Early Language Development Naturally and Playfully: Teaching Young Children about Letter Names and Sounds*. Sopris Learning Webinar Series.
- Paulson, L. H. (August, 2011). *Early Literacy: Research to Practice*. Weld County School District, Early Reading First Grant, Greeley, CO.
- Paulson, L.H. (August, 2011). *From Scribbles to Writing: Early Literacy Foundations for Print Knowledge*. Montana Instructional Institute, Office of Public Instruction, Billings, MT.
- Paulson, L.H. (July, 2011). *Building Early Literacy and Language Skills: Critical First Steps*. Alabama Mega Conference, Mobile, AL.
- Paulson, L.H. (July, 2011). *The “PHUSS” of Phonological Awareness in Early Literacy; Classroom Strategies for Language Learning; and Developing Positive Teacher-Child Relationships*. Oklahoma Even Start Conference, Oklahoma City, OK.
- Paulson, L. H. (June, 2011). *Language Essentials for Teachers of Reading and Spelling for Early Childhood Educators*. Montana Office of Public Instruction, Salish Kootenai College, Pablo, MT.
- Paulson, L. H., Kuhn, L. & Fierro, A. (June, 2010). *Language Essentials for Teachers of Reading and Spelling for Early Childhood Educators and Training of Trainers*. Louisiana Department of Education, Baton Rouge, LA.
- Paulson, L. H. (May, 2011). *The Playful Importance of Early Literacy: Research to Practice*. Plain Talk About Reading Conference, New Orleans, LA.
- Paulson, L. H. (April, 2011). *Language Essentials for Teachers of Reading and Spelling for Early Childhood Educators and Training of Trainers*. Reading ASSIST, Wilmington, DE.
- Paulson, L. H. (April, 2011). *Language Essentials for Teachers of Reading and Spelling for Early Childhood Educators*. HRDC Head Start, Bozeman, MT.
- Paulson, L. H. (January, 2011). *Language Essentials for Teachers of Reading and Spelling for Early Childhood Educators: An Overview*. National LETRS Summit, Nashville, TN.
- Paulson, L. H. (December, 2010). *An Overview of Language Essentials for Teachers of Reading and Spelling for Early Childhood Educators*. Louisiana Department of Education, Baton Rouge, LA.
- Paulson, L.H., Koester, L., Collins, G. & Mell, D. (November, 2010). *Advancing Language and Literacy Services of Adolescent Students*. American Speech-Language and Hearing Association Conference, Philadelphia, PA.
- Paulson, L. H. (October, 2010). *Language Essentials for Teachers of Reading and Spelling for Early Childhood Educators and Training of Trainers*. Pennsylvania Technical Assistance Network, Harrisburg, PA.
- Paulson, L. H. (October, 2010). *Building Early Literacy and Language Skills: Critical First Steps*. Umatilla Morrow ESD, Pendleton, OR.
- Paulson, L. H. (September, 2010). *Language Essentials for Teachers of Reading and Spelling for Early Childhood Educators*. South Dakota Department of Education, Rapid City, SD.
- Paulson, L. H. (August, 2010). *The Speaking and Listening Foundations of Literacy*, Laramie County School District, Cheyenne WY.
- Paulson, L. H. (August, 2010). *Language Essentials for Teachers of Reading and Spelling for Early Childhood Educators*. Providence School District, Providence, RI.
- Paulson, L. H. (August, 2010). *Language Essentials for Teachers of Reading and Spelling for Early Childhood Educators*. Montana Reading Institute, Missoula, MT.
- Paulson, L. H. (July, 2010). *Language Essentials for Teachers of Reading and Spelling for Early Childhood Educators*. Little Rock School District, Little Rock, AR.
- Paulson, L. H. (July, 2010). *Language Essentials for Teachers of Reading and Spelling for Early Childhood Educators*. Denver Public Schools, Denver, CO.
- Paulson, L. H. (June, 2010). *Language Essentials for Teachers of Reading and Spelling for Early Childhood Educators*. Institute for Literacy and Learning Conference, Harrisburg, PA.
- Paulson, L.H. (May, 2010). *More Than Words: The Connection Between Language and Behavior*. Mental Health of America Montana Conference, Great Falls, MT,

- Paulson, L.H. (April, 2010). *Critical First Steps: Early Literacy Leading to Early Reading*. Plain Talk About Reading Conference, New Orleans, LA.
- Paulson, L. H. (April, 2010). *Language Essentials for Teachers of Reading and Spelling for Early Childhood Educators*. South Dakota Department of Education, Sioux Falls, SD.
- Paulson, L.H. (March, 2010). *Building Early Literacy and Language Skills: A Focus on Assessment*. Nebo School District, Spanish Fork, UT.
- Paulson, L.H. (March, 2010). *Building Early Literacy and Language Skills*. Longview School District, Longview, WA.
- Paulson, L. H. & Kuhn, L. (February, 2010). *Language Essentials for Teachers of Reading and Spelling for Early Childhood Educators*. Advanced Training of Trainer. Bozeman, MT.
- Paulson, L. H. & Kuhn, L. (February, 2010). *Language Essentials for Teachers of Reading and Spelling for Early Childhood Educators*. Advanced Training of Trainer. Missouri Department of Education, Columbia, MO.
- Paulson, L. H. & Kuhn, L. (January, 2010). *LETRS for Early Childhood Educators an Overview*. National LETRS Summit, New Orleans, LA
- Paulson, L.H. (January, 2010). Three Part Series: *More than Words: Critical Steps to Early Literacy; The “PHuss” of Phonological Awareness in Early Literacy; 123s of ABCs: Print Knowledge in Early Literacy*. Louisiana Pre-Kindergarten and Kindergarten Conference, Baton Rouge, LA.
- Paulson, L. H. , Mell, D. Koester, L. & Yonovitz, A. (November, 2009). *Advancing Language and Literacy for Struggling Adolescent Students*. American Speech-Language and Hearing Association Conference, New Orleans, LA.
- Paulson, L. H. (September, 2009). *From Scribbles to Writing: Early Literacy Foundation for Print Knowledge*. Early Childhood Conference, Niagara Falls, Ontario, Canada
- Paulson, L. H. (August, 2009). *Early Childhood Language Essentials for Teachers of Reading and Spelling*. Allentown, PA and Honolulu, HI.
- Paulson, L. H. (March, 2009). 123s of ABCs: early literacy leading to early reading. Plain Talk About Reading
- Paulson, L. H. (January, 2009). *Building Early Literacy and Language Skills*. The Institute For Literacy and Learning’s Straight Talk Live Chat.
- Paulson, L. H. (November, 2008). *Stories To Last A Life Time: Parents Guiding Their Children’s Language and Literacy Learning*, Hopa Mountain StoryMakers Annual Gathering, Bozeman, Montana.
- Paulson, L. H. (October, 2008). *Plenary Session: What You Think You Know About Early Literacy*. Montana Association for the Education of Young Children Conference, Helena, Montana.
- Paulson, L. H. (October, 2008). *More Than Talk: Linking Language to Literacy*. Inter Mountain Speech and Hearing Association Conference, Salt Lake City, Utah
- Paulson, L. H. (April, 2008). *What’s the “PHuss”: Phonological Processing as a PHoundation for Literacy and Building Early Literacy and Language Skills: Critical First Steps*. Plain Talk About Reading Conference, Houston, Texas.
- Paulson, L. H. (February). *Early Literacy: Critical First Steps, Good Talking Words, SLP Roles in Literacy*. Early Literacy Conference, Granite School District, Salt Lake City, Utah.
- Paulson, L. H. (January, 2008). *Building Early Literacy and Language Skills*. Reading Breaks Boundaries Conference, El Paso, Texas.
- Paulson, L. H. (January, 2008). *Early Childhood LETRS: Literacy for the Little Ones*. 2008 LETRS Summit, Dallas, Texas
- Paulson, L. H. (November, 2007). *Building Early Literacy and Language Skills*. Bureau of Education and Research, Providence, RI Boston, MA Portland, ME , Manchester, NH and Burlington, VT.
- Paulson, L. H. (October, 2007). *Let’s Talk: Babies, Infants, Preschoolers*, Story Makers Tribal Meeting, Hopa Mountain, Parents Leadership, Education and Involvement for the Development of Educational Success Project, Great Falls, Montana.

- Paulson, L. H., Johnson, R., Martens, E. (October, 2007). *Let's TALK: Language Foundations for Literacy Learning*, Montana Association for the Education of Young Children Conference, Kalispell, Montana
- Paulson, L. H. (October, 2007). *More Than Talk: The Latest Research Linking Language to Literacy and Expanding Our Roles*, Montana Speech, Language, and Hearing Conference, Missoula, Montana.
- Paulson, L. H. & Johnson, R. (September, 2007). *Language, Literacy, and Social Skill Foundations: Vital Skills for Bright Futures*, Montana PTA Conference, Billings, Montana.
- Paulson, L. H. (September, 2007). *More than Words: Developing Social Communication Skills in Young Children*, CSPD Region II, Great Falls, Havre, Montana.
- Paulson, L. H. (August, 2007). *Building Early Literacy and Language Skills*, Department of Defense Education Association Web-Based Training.
- Paulson, L. H. (August, 2007). *What's the Latest on Early Literacy: Research to Practice for Assessment Leading to Instruction*, CSPD Region V, Missoula, Montana.
- Paulson, L. H. (July, 2007). *Principles of Literacy*, Golden Triangle Educational Cooperative, Great Falls, Montana.
- Paulson, L. H. (July, 2007). *Phonological Processing: Phoundations of Phonemic Awareness, Phonics, Vocabulary, and Fluency*, Smoky Mountain Institute, Gatlinburg, Tennessee.
- Paulson, L. H. (July, 2007). *What's the Latest on Early Literacy: Research to Practice for Assessment Leading to Instruction*, Teton Institute, Jackson, Wyoming.
- Paulson, L. H. (May, 2007). *Building Early Literacy and Language Skills*. Newport Early Reading First, Newport, Rhode Island.
- Paulson, L. H. (March, 2007). *More Than ABCs: Language Foundations for Early Literacy*. Rocky Mountain Development Council Head Start, Helena, Montana.
- Paulson, L. H. & Merriman, C. (March, 2007). *More Than Talk: Linking Language to Literacy*, Special Education Initiative Department of Defense Dependent Schools, Peach Tree City, Georgia.
- Paulson, L. H. & Merriman, C. (February, 2007). *More Than Talk: Linking Language to Literacy*, Special Education Initiative Department of Defense Dependent Schools, Tokyo, Japan.
- Paulson, L. H. (January, 2006). *Building Early Literacy and Language Skills*. Bureau of Education and Research, Boston, Hartford, Providence, Springfield and Albany.
- Paulson, L. H. & Merriman, C. (November, 2006). *More Than Talk: Linking Language to Literacy*, Special Education Initiative Department of Defense Dependent Schools, Mains, Germany.
- Paulson, L. H. (October, 2006). *Building Early Literacy and Language Skills: Critical First Steps*. Montana Speech language and Hearing Association Conference Paraprofessional Track, Bozeman, Montana.
- Paulson, L. H. (August, 2006). *Building Early Literacy and Language Skills: Critical First Steps*. Granite County Early Reading First Academy, Salt Lake City, Utah.
- Paulson, L. H. (August, 2006). *The Literacy Pathway: From the First Steps and onto the Road to Reading*. Fort Campbell Military Base, Fort Campbell, Kentucky.
- Paulson, L. H. (August, 2006). *Building Early Literacy and Language Skills: Foundations to Support Early Literacy Learning for All Children*. Hiawatha Valley Reading Conference, Winona, Minnesota.
- August, 2006, Paulson, L. H. *The Literacy Pathway: From the First Steps and onto the Road to Reading*, Fort Campbell, Kentucky.
- Paulson, L. H. (August, 2006). *Phonological Processing: Phoundations of Phonemic Awareness, Phonics, Vocabulary, and Fluency*, CSPD Region 5, Missoula, Montana.
- Paulson, L. H. (July, 2006). *Building Early Literacy and Language Skills: Critical First Steps*, Educational Service District, Olympia, Washington.
- Paulson, L. H. (July, 2006). *Phonological Processing: Phoundations of Phonemic Awareness, Phonics, Vocabulary, and Fluency*, Teton Institute, Jackson, Wyoming.
- Paulson, L. H. (June, 2006). *Building Social Communication, Language, and Literacy Skills in Young Children*, Montana Behavioral Institute, Bozeman, Montana.

- Paulson, L. H. (June, 2006). *Building Early Literacy and Language Skills: Critical First Steps*. West Palm Beach Early Reading First Academy, West Palm Beach, Florida.
- Paulson, L. H. (June, 2006). *Building Early Literacy and Language Skills: Foundations to Support Literacy Learning for All Children*, Bethel School District, Puyallup, Washington.
- Paulson, L. H. (May, 2006). *Let's TALK: Language Foundations for Early Literacy*, Montana Child Care Conference, Glendive, Montana.
- Paulson, L. H. (May, 2006). *Let's TALK: Language Foundations for Early Literacy*, CSPD Region 4, Bozeman Montana.
- Paulson, L. H. (February, 2006). *Building Early Literacy and Language Skills: Critical First Steps*, Colorado Springs, Colorado
- Paulson, L. H. (December, 2005, January, 2006). *Let's Talk: The Role of the Speech and Language Pathologist in Literacy and Building Early Literacy and Language Skills: Critical First Steps*, Department of Defense Educational Association, Peach Tree City, Georgia, Frankfurt Germany, Tokyo Japan
- Paulson, L. H. (September, 2005). *The Role of the Speech and Language Pathologist in Literacy*, Falling Back into Research, Niagara Falls, Ontario, Canada.
- Paulson, L. H. (August, 2005). *Strategies for Early Childhood Teachers, Leaders, Coaches and Administrators to Facilitate the Building of Early Literacy and Language Skills; Providing Foundations to Support Literacy Learning for All Children*, From Research to Results: Closing the Achievement Gap, Olympic Educational Service District, Bremerton, Washington.
- Paulson, L. H. and Noble, L. (August, 2005). *Let's Talk: Language Skills as the Bridge to Reading and Building Early Literacy and Language Skills*, Montana Reading Initiative, Office of Public Instruction, Bozeman, Montana.
- Paulson, L. H. (July, 2005). *The Role of the Speech and Language Pathologist in Literacy*, Department of Defense Education Association, Keystone, Colorado.
- Paulson, L. H. (June, 2005). *What's Your PH Level: From Phonology to Morphology and Phurther*. Sopris West Summer Institutes, Tucson, Arizona, Coeur d'Alene, Idaho, Keystone, Colorado.
- Paulson, L. H. (March, 2005). *Building Early Literacy and Language Skills*, Comprehensive System of Professional Development, Lewistown, Billings, Montana.
- Paulson, L.H. (March, 2005). *The Big Five of Reading*. Missoula County Public Schools, Missoula Montana.
- Paulson, L. H. (January and April, 2005). *Building Early Literacy and Language Skills*, Bureau of Education and Research, Long Island, New York City, Hartford, Providence, Boston, Boise, Seattle, Portland, Spokane, Missoula.
- Paulson, L. H. (November, 2004). *Who Has Good Talking Words? Developing Social Communication Skills in Young Children*, Early Years Conference, Boise Idaho.
- Paulson, L. H. (October, 2004). *Building Early Literacy and Language Skills: Critical First Steps*. Alamo Area Council of Administrators of Special Education, San Antonio, Texas.
- Paulson, L. H. (October, 2004). *Building Early Literacy and Language Skills: Critical First Steps*. Snohomish Public Schools, Snohomish, Washington.
- Paulson, L. H. (September, 2004). *Building Early Literacy and Language Skills: Critical First Steps*. Adams 12, Thornton, Colorado.
- Paulson, L. H. (August, 2004). *Building Early Literacy and Language Skills: Critical First Steps*. Missoula County Public Schools, Missoula, Montana.
- Paulson, L. H. (August, 2004). *Building Early Literacy and Language Skills: Critical First Steps*. Washington 2004 OSPI Summer Institutes, Bellevue, Washington.
- Paulson, L. H. (June, 2004). *What's All the Phuss? From Phonemes, to Phonics, and Phurther and Phirst Steps: Assessment and Application Issues in Early childhood Education*, Teton Institute, Sopris West Educational Services and the Wyoming Department of Education, Special Programs Unit.
- Paulson, L. H. (June, 2004). *What's All the Phuss? and Phirst Steps: Assessment and Application Issues in Early Literacy*, Galveston Island Institute.

- Paulson, L. H. (April, 2004). *Building Early Literacy and Language Skills*, Bureau of Education and Research, Chicago, Illinois, Indianapolis, Indiana, Detroit, Michigan, Buffalo, New York.
- Paulson, L. H. (March, 2004). *Building Early Literacy and Language Skills*, Pre-conference session at the Montana Council for Exceptional Children, Billings, Montana.
- Paulson, L. H. (March, 2004). *Building Early Literacy and Language Skills*, Bureau of Education and Research, Missoula, Montana; Spokane, Washington; Seattle, Washington; Reno, Nevada; and San Jose, California.
- Paulson, L. H. (February, 2004). *Building Early Literacy and Language Skills: Facilitating Language and Literacy in Young Children*, Butte Head Start, Butte, Montana.
- Paulson, L. H. (January, 2004). *Building Early Literacy and Language Skills: Facilitating Language and Literacy in Young Children*, Fort Campbell Schools, Fort Campbell, Kentucky.
- Paulson, L. H. (January, 2004). *Building Early Literacy and Language Skills: Facilitating Language and Literacy in Young Children*, Colorado Springs Public Schools, Colorado Springs, Colorado.
- Paulson, L. H. & Kelly, K. L. (November, 2003). *The Effects of an Early Reading Curriculum on Language and Literacy Development of Head Start Children*, American Speech, Language, and Hearing Convention, Chicago, Illinois.
- Paulson, L. H. (November, 2003). *Building Early Literacy and Language Skills: Facilitating Language and Literacy in Head Start Children*, Worland, Wyoming.
- Paulson, L. H., Johns, R., & van den Pol (October, 2003). *Effective Strategies to Build Early Literacy Skills for Children with Diverse Abilities*, Division of Early Childhood International Conference, Washington, D.C.
- Paulson, L. H. & Noble, L. A. (October, 2003). *Building Early Literacy Skills for All Children*, Early Learning Team, Kalispell, Montana.
- Paulson, L. H. (October, 2003). *What's All the Phuss?: From Phonemes to Morphemes*, Bitterroot Special Education Cooperative, Hamilton, Montana.
- Paulson, L. H. (October, 2003). *Building Early Literacy and Language Skills: Connecting Language and Literacy*, Children's Hospital, Denver, Colorado.
- Paulson, L. H. (October, 2003). *Ready for Reading: What Parents Can Do Now to Support Preschoolers for Reading Success Later*, Colorado International Dyslexia Association.
- Paulson, L. H. (July 2003). *Building Early Literacy and Language Skills*, Montana Parents Information Resource Center, Missoula, Montana.
- Paulson, L. H. (June, 2003). *Building Early Literacy and Language Skills*, DoDEA Conference 2003, Breckinridge, Colorado.
- Paulson, L. H. (June, 2003). *The Emerging Role of the Speech and Language Pathologist*, DoDEA Conference 2003, Breckinridge, Colorado.
- Paulson, L. H. (July, 2003). *Who Has Good Talking Words?*, Bridges to Learning Summer Institute, Lee Pesky Learning Center and Sopor West Educational Services, Coeur d'Alene, Idaho.
- Paulson, L. H. (July, 2003). *Building Early Literacy and Language Skills*, Bridges to Learning Summer Institute, Lee Pesky Learning Center and Sopor West Educational Services, Coeur d'Alene, Idaho.
- Paulson, L. H. (June, 2003). *Building Early Literacy and Language Skills*, 2003, Missoula Parent Information and Resource Center, Missoula, Montana.
- Paulson, L. H. (June, 2003). *Building Early Literacy and Language Skills*, DoDEA Conference 2003, Breckinridge, Colorado.
- Paulson, L. H. (June, 2003). *The Emerging Role of the Speech and Language Pathologist*, DoDEA Conference 2003, Breckinridge, Colorado.
- Paulson, L. H. (June, 2003). *Building Early Literacy and Language Skills*, Desert Canyon Institute 2003, Arizona Department of Education and Sopor West Educational Services, Tucson, Arizona.
- Paulson, L. H. (May, 2003). *Building Early Literacy Skills: Enhancing Early Literacy Skills in Young Children*, Institute of Educational Development, Providence, Rhode Island and Hartford, Connecticut.

- Paulson, L. H. (April, 2003). *Building Early Literacy Skills: Enhancing Early Literacy Skills in Young Children*, Kootenai Valley Head Start, Missoula, Montana.
- Paulson, L. H. (April, 2003). *Building Early Literacy Skills: Enhancing Early Literacy Skills in Young Children*, Institute of Educational Development, Phoenix, Arizona and Bellevue, Washington.
- Paulson, L. H. (March, 2003). *Building Early Literacy Skills: Enhancing Early Literacy Skills in Young Children*, Region III CSPD Conference, Billings, Montana.
- Paulson, L. H. (March, 2003). *Language Literacy Connections: Enhancing Early Literacy Skills in Young Children*, Belgrade Public Schools, Belgrade, Montana.
- Paulson, L. H. (February, 2003). *Building Early Literacy Skills for All Children* Region VIII Head Start Disability Services Quality Improvement Center (DSQIC) Teleconference.
- Paulson, L. H. (February, 2003). *Good Talking Words: Improving Social Communication Skills of Young Children*, Ravalli County Head Start, Hamilton, Montana.
- Paulson, L. H. (February, 2003). *Building Early Literacy and Language Skills*, Interactive Teaching Network Teleconference, University of Georgia, Athens, Georgia.
- Paulson, L. H. (January, 2003). *Language Literacy Connections: Enhancing Early Literacy Skills in Young Children*, Missoula Area Education Cooperative, Missoula, Montana.
- Paulson, L. H., Jepson, S., & van den Pol, R. (December, 2002). *Building Early Literacy Skills: Enhancing Early Literacy Skills in Young Children*, DEC International Conference on Young Children with Special Needs and Their Families, San Diego, California.
- Paulson, L. H. (November, 2002). *Building Early Literacy Skills: Enhancing Early Literacy Skills in Young Children*, Pacific Northwest Symposium for Educators of Children with Challenging Behavior, Washington Council for Children with Behavior Disorders and Sopris West Educational Services, Bellevue, Washington.
- Paulson, L. H. (November, 2002). *Good Talking Words: Improving Social Communication Skills of Young Children*, Pacific Northwest Symposium for Educators of Children with Challenging Behavior, Washington Council for Children with Behavior Disorders and Sopris West Educational Services, Bellevue, Washington.
- Paulson, L. H. (October, 2002). *Building Early Literacy Skills: Enhancing Early Literacy Skills in Young Children*, Region VIII Head Start Conference "Lighting the Way," Cheyenne, Wyoming.
- Paulson, L. H. (October, 2002). *Building Early Literacy Skills: Enhancing Early Literacy Skills in Young Children*, Montana Early Childhood Conference, Helena, Montana.
- Paulson, L. H. (September, 2002). *Building Early Literacy Skills: Connecting Language and Literacy Development*, Northeast Colorado Board of Cooperative Educational Services, Haxtun, Colorado.
- Paulson, L. H. (September, 2002). *Building Early Literacy Skills: Connecting Language and Literacy Development*, 5th Annual Reading in the Rockies Conference, Vail, Colorado.
- Paulson, L. H. (September, 2002). *Early and Emerging Literacy Round Table Discussion*, RiteCare National Conference, St. Louis, Missouri.
- Paulson, L. H. (August, 2002). *Language and Literacy Connections: Developing Language and Literacy Skills in Children*, Seeley Lake Elementary School, Seeley Lake, Montana.
- Paulson, L. H. (August, 2002). *Language Literacy Connections: Enhancing Early Literacy Skills in Young Children*, Bridges to Learning 2002, Lee Pesky Learning Center, Boise, Idaho.
- Paulson, L. H. (July, 2002). *Who Has Good Talking Words?*, Teton Institute 2002, Wyoming Department of Education, Special Programs Unit and Sopris West Educational Services, Jackson Hole, Wyoming.
- Paulson, L. H. (July, 2002). *Building Early Literacy and Language Skills*, Teton Institute 2002, Wyoming Department of Education, Special Programs Unit and Sopris West Educational Services, Jackson Hole, Wyoming.
- Paulson, L. H. (July, 2002). *Recommended Practice in Early Childhood Education*, Teton Institute 2002, Wyoming Department of Education, Special Programs Unit and Sopris West Educational Services, Jackson Hole, Wyoming.

- Paulson, L. H. (June, 2002). *Building Early Literacy and Language Skills*, Rocky Mountain Institute 2002, Colorado Department of Education, Special Education Unit and Sopris West Educational Services, Breckenridge, Colorado.
- Paulson, L. H., Noble, L., & Jepson, S. (April, 2002). *Building Early Literacy and Language Skills*, Montana Council for Exceptional Children Conference of disABILITIES, Missoula, Montana.
- Paulson, L. H. (May, 2002). *Language Development and Issues Relating to Early Literacy*, Head Start, Missoula, Montana
- Paulson, L. H. (March, 2002). *Early Literacy Strategies and Activities*, Early Learning Center, Head Start, Helena, Montana
- Paulson, L. H. (March, 2002). *Early Literacy Strategies and Activities*, Missoula Association for the Education of Young Children, Missoula, Montana
- Paulson, L. H. (February, 2002). *Building Early Literacy and Language Skills*, Colorado Council International Reading Association Conference on Reading, Denver, Colorado
- Paulson, L. H. (February, 2002). *Good Talking Words: Developing Social Communication Skills in Young Children*, SW Regional Special Education Conference, Boise, Idaho.
- Paulson, L. H. & Noble, L. (January, 2002). *Facilitating the Development of Early Literacy in Young Children*, Helena Public Schools, Helena Montana.
- Paulson, L. H. (January, 2002). *Good Talking Words*, Missoula Association for the Education of Young Children, Missoula, Montana.
- Jepson, S., Paulson, L. H., & van den Pol, R. (December, 2001). *The Montana Early Literacy Project: Building Early Literacy Skills in Young Children*, The Division of Early Childhood Conference on Young Children with Special Needs and Their Families.
- Paulson, L. H. & van den Pol, R. (November, 2001). *Building Early Literacy Skills in Young Children*, National Association for the Education of Young Children Annual Conference, Anaheim, California.
- Paulson, L. H. (October, 2001). *Good Talking Words*, Montana Early Childhood Conference, Kalispell, Montana.
- Johns, R. & Paulson, L. H. (September, 2001). *Increasing Language and Literacy Skills; and Reducing Challenging Behaviors in Early Childhood*, Region III Comprehensive System of Professional Development (CSPD), Billings, Montana
- Johns, R. & Paulson, L. H. (September, 2001). *Increasing Language and Literacy Skills; and Reducing Challenging Behaviors in Early Childhood*, Region III Comprehensive System of Professional Development (CSPD), Lewistown, Montana.
- Paulson, L. H. (August, 2001). *Phonological Awareness: Issues Relating to Assessment and Treatment*, Missoula Area Special Education Cooperative, Missoula, Montana.
- Paulson, L. & Noble, L. H. (August, 2001). *Phonological Awareness for Beginning Readers: Facilitating the Development of Early Literacy in Young Children*, Helena School District, Helena, Montana.
- Paulson, L. H., Noble, L., & Jepson, S. (March, 2001). *Language Connections to Literacy*, Montana Council for Exceptional Children Conference of disABILITIES, Missoula, Montana.
- Jepson, S., Guilfoyle, S., Paulson, L. H., Scoles, G., & Wolferman, A. (March, 2001). *The Montana Early Literacy Project*, Montana Council for Exceptional Children Conference of disABILITIES, Missoula, Montana.
- Paulson, L. H. (March, 2001). *The Language : Literacy Connection: Facilitating the Development of Emerging Literacy in Young Children*, The BEST Project, Ogden Utah.
- Paulson, L. H., van den Pol, R., & Connell, N. (March, 2001). *Using Good Talking Words*, Head Start, Missoula, Montana.
- Guilfoyle, S. & Paulson, L. H. (February, 2001). *Literacy Learning at School*, Early Literacy Family Conference, Polson, Montana.
- Paulson, L. H. & van den Pol, R. (December, 2000). *Social Communication Skills: What to Teach and How to Teach It*, Poster Session, DEC International Early Childhood Conference on Children with Special Needs, Albuquerque, New Mexico.

- Paulson, L. H., Jepson, S. & Guilfoyle, S. (November, 2000). *Social Communication Skills: What to Teach and How to Teach It*, Head Start, Butte, Montana.
- Johns, R. & Paulson, L. H. (October, 2000). *Challenging Behaviors in Early Childhood Settings/ Teaching Social Communication Skills*. Head Start Generation 2000 Preconference Training, Colorado Springs, Colorado.
- Paulson, L. H. (September, 2000). *Prosocial Communication Skills: Developing Social Communication Skills in Young Children*, Early Childhood Special Education Conference 2000, Logan, Utah.
- Paulson, L. H. (September, 2000). *Language Literacy Connections: Enhancing Emerging Literacy Skills in Young Children*, Early Childhood Special Education Conference 2000, Logan, Utah.
- Paulson, L. H. & Jepson, S. (August, 2000). *Emerging Literacy*, Comprehensive System of Professional Development, Missoula, Montana.
- Paulson, L. H. & van den Pol, R. (July, 2000). *How Safe Is Your School?*, Smoky Mountain Institute, Gatlinburg, Tennessee.
- Paulson, L. H. & Noble, L. (July, 2000). *Enhancing Emerging Literacy Skills*, Rocky Mountain Institute 2000, Breckenridge, Colorado.
- Paulson, L. H. (June, 2000). *Good Talking Words*, 2000 MBI/Big Sky Summer Institute, Bozeman, Montana.
- Paulson, L. H. & van den Pol, R., & Jepson, S., (May, 2000). *Social Communication Skills: What to Teach and How to Teach It*, Northwest Educational Service District 189, Mount Vernon, Washington.
- Paulson, L. H. & van den Pol, R., (April, 2000). *Developing Social Communication Skills in Young Children*, Comprehensive System of Professional Development, Great Falls, Montana.
- Paulson, L. H. & Johns, R., (March, 2000). *Good Talking Words: Developing Social Communication Skills in Young Children*, Montana Council for Exceptional Children Conference of disABILITIES, Billings, Montana.
- Johns, R. & Paulson, L. H., (March, 2000). *Good Talking with You: Language Acquisition through Conversation*, Montana Council for Exceptional Children Conference of disABILITIES, Billings, Montana.
- Paulson, L. H., (March, 2000). *How Language and Literacy Are Connected; Keys to Unlock the Connection; Language/Literacy Skills at Home; and Using Good Talking Words at Home and at School*. Regional Preschool Conference, Roosevelt, Utah.
- van den Pol, R. & Paulson, L. H., (February, 2000). *Identification and Prevention Strategies for Serious Behavior Problems in Young Children*. Northwest Educational Service District 189, Mount Vernon, Washington.
- Paulson, L. H. & Guilfoyle, S., (January, 2000). *Prosocial Communication Skills: Developing Social Communication Skills in Young Children*. 10th Annual Mid-Winter Early Childhood Conference "Preparing Educators for the Millennium," Wolf Point, Montana.
- Paulson, L. H. & Guilfoyle, S., (January, 2000). *Language Literacy Connections: Enhancing Emerging Literacy Skills In Young Children*. 10th Annual Mid-Winter Early Childhood Conference "Preparing Educators for the Millennium," Wolf Point, Montana.
- Paulson, L. H., (January, 2000). *Keynote: ABCs to Ponder*, 10th Annual Mid-Winter Early Childhood Conference "Preparing Educators for the Millennium," Wolf Point, Montana.
- Paulson, L. H., Jepson, S. & Daday, C., (October, 1999). *ABCDs: Activity-Based Curriculum For Developmental Sequences*, Montana Early Childhood Conference, Bozeman, Montana.
- Paulson, L. H. & van den Pol, R., (October, 1999). *Developing Social Skills in Young Children*, Council for Children with Behavioral Disorders Conference, Ogden, Utah.
- Paulson, L., (October, 1999). *Language Literacy Connections: Enhancing Emerging Literacy Skills in Young Children*, Council for Children with Behavioral Disorders Conference, Ogden, Utah.
- van den Pol, R. & Paulson, L., (October, 1999). *How Safe Is Your School?*, Council for Children with Behavioral Disorders Conference, Ogden, Utah.
- Jepson, S. & Paulson, L., (October, 1999). *On Track*, Utah's BEST Project, Ogden, Utah.

- Paulson, L., (October, 1999). *Facilitating Pro-Social Communication Skills in Children*, Montana State Foster/Adoptive Parent Conference, Butte, Montana.
- Paulson, L., (October, 1999). *Enhancing Emerging Literacy Skills in Young Children*, Rocky Mountain Development Council/Head Start, Helena, Montana.
- Paulson, L., (October, 1999). *Good Talking Words in the Head Start Classroom*, Rocky Mountain Development Council/Head Start, Helena, Montana.
- Paulson, L., (September, 1999). *Good Talking Words in the Head Start Classroom*, HRDC Head Start, Bozeman, Montana.
- Paulson, L., (August, 1999). *Keynote: ABCs to Ponder*, Montana Region I CSPD Conference, Glendive, Montana.
- Paulson, L., (August, 1999). *Enhancing Emerging Literacy Skills in Young Children*, Montana Region I CSPD Conference, Glendive, Montana.
- Paulson, L., (August, 1999). *Developing Social Communication Skills in Young Children*, Montana Region I CSPD Conference, Glendive, Montana.
- Paulson, L., (July, 1999). *Enhancing Emerging Literacy Skills in Young Children*, Reaching the Tough to Teach, The Island Institute, Jekyll Island, Georgia.
- Paulson, L., (July, 1999). *Developing Social Communication Skills in Young Children*, Reaching the Tough to Teach, The Island Institute, Jekyll Island, Georgia.
- Paulson, L., (July, 1999). *Extending Observation and Participation for Early Childhood Settings, ABCDS: Activity-Based Curriculum for Developmental Sequences*, 1999 Alabama Summer Mega Conference, Mobile, Alabama
- Grosfield, J. & Paulson, L. (March, 1999). *To Hear – To Speak – To Understand: All You Wanted to Know About the Scottish Rite Childhood Language Disorders Clinics*, Montana Council for Exceptional Children Conference on Disabilities, Missoula, Montana.
- Paulson, L. & Bruce, C., (March, 1999). *The AAC's of Literacy*, Montana Council for Exceptional Children Conference on Disabilities, Missoula, Montana.
- Hart, J., Paulson, L., & Hart, J., (March, 1999). *The Sibling Support Project*, Montana Council for Exceptional Children Conference on Disabilities, Missoula, Montana.
- Paulson, L., (March, 1999). *Good Talking Words*, DSQIC Head Start Disabilities Training Day, Missoula, Montana.
- Paulson, L., Noble, L., & Spiegle, D., (February, 1999). *Enhancing Emerging Literacy Skills*, Interactive Teaching Network Teleconference, University of Georgia, Athens, Georgia.
- van den Pol, R. & Paulson, L., (February, 1999). *Good Talking Words and On Track*, Louisiana Federation Council for Exceptional Children 19th Annual Super Conference on Special Education, Baton Rouge, Louisiana.
- Paulson, L., Jepson, S., Daday, C., & Bruce, C. (January, 1999). *Language Literacy Connections and Prosocial Skills*, Region I CSPD, Mile City, Montana.
- Jepson, S., Daday, C., Paulson, L., & Bruce, C. (January, 1999). *On Track and Family Participation*, Lame Deer Head Start, Lame Deer, Montana.
- Paulson, L., van den Pol, R., & Hould, T. (October, 1998). *The Language Literacy Connection; Enhancing Emerging Literacy Skills through Phonological Awareness*, Montana Speech-Language and Hearing Association Convention, Helena, Montana.
- Paulson, L. (September, 1998). *The Language Literacy Connection: Enhancing Emerging Literacy Skills*, Southern Alberta Professional Development Consortium, Lethbridge, Alberta, Canada.
- Paulson, L., Jepson, S., & Daday, C. (September, 1998). *Training on Good Talking Words and On Track*, B.E.S.T. Project, Salt Lake City, Utah.
- Paulson, L. & van den Pol, R. (July, 1998). *Good Talking Words: A Social Communication Skills Program for Preschool and Kindergarten Children*, Sopris West Summer Institute, Snowmass, Colorado.

- Paulson, L. & van den Pol, R. (July, 1998). *The Literacy Connection: Enhancing Emerging Literacy Skills*, Sopris West Summer Institute, Snowmass, Colorado.
- Paulson, L. & van den Pol, R. (April, 1998). *Prosocial Communication Skills: A Program to Develop Social Communication Skills for Young Children*, Council for Exceptional Children Conference, Missoula, Montana.
- Butterfield, S., Efinger, B., Hould, T., Paulson, L., van den Pol, R., & Whidbee, L. (April, 1998). *The Language Literacy Connection: Phonological Awareness and Developmentally Appropriate Activities to Enhance Emerging Literacy Skills*, Council for Exceptional Children Conference, Missoula, Montana.
- Paulson, L. (January, 1998). *Using Good Talking Words at Home*, Head Start Parent Training, Helena, Montana.
- van den Pol, R., Paulson, L., & Butterfield, S. (February, 1998, December, 1997). *Best Inclusive Practices in Early Childhood Education: Behavior Management and Social Skills Training*, Language/Literacy Connections, *On Track Curriculum/Assessment*, and *Family/School Partnerships*, United States Department of Defense Dependent Schools, Seoul, Korea, Yokosuka, Misawa, and Okinawa, Japan, and Kaiserslautern, Wuertsburg, and Frankfurt, Germany.
- Paulson, L. & van den Pol, R. (October, 1997). *Social Communication Skills Training for Young Children*. Head Start Regional Conference, Billings, Montana.
- Paulson, L. & van den Pol, R. (October, 1997). *The Language Literacy Connection: Phonological Awareness*. Head Start Regional Conference, Billings, Montana.
- Paulson, L. (October, 1997). *The Language Literacy Connection: Phonological Awareness*, Montana Speech-Language-Hearing Association Conference, Lewistown, Montana.
- Vincent, L. & Paulson, L. (July, 1997). *Fostering Literacy Skills in Early Childhood*, United States Department of Defense Dependent Schools (DoDDS), Sopris West Summer Institute, Snowmass, Colorado.
- Vincent, L. & Paulson, L. (July, 1997). *Fostering Literacy Skills in Early Childhood*, Reaching the Tough to Teach, Sopris West Summer Institute, Snowmass, Colorado.
- Paulson, L. (March, 1997). *The Language Literacy Connection: Phonological Awareness*, Helena Public Schools, Helena, Montana.
- Paulson, L. & van den Pol, R. (April, 1997). *Social Communication Skills Training for Young Children*, Council for Exceptional Children Conference, Billings, Montana.
- Paulson, L. & van den Pol, R. (April, 1997). *The Language Literacy Connection: Phonological Awareness*, Council for Exceptional Children Conference, Billings, Montana.
- Paulson, L. (December, 1996). *The Connection Between Literacy and Phonology*, Early Childhood Literacy Project, The University of Montana, Missoula, Montana.
- Paulson, L. (October, 1992). *Tricks of the Trade: Treatment of Articulation and Phonological Disorders*, Montana Speech-Language-Hearing Association Conference, Fairmont, Montana.
- Paulson, L. (October, 1982). *Assessment and Remediation of Phonological Disorders*, Montana Speech-Language-Hearing Association Conference, Bozeman, Montana.
- Paulson, L. (1981-1988). *Assessment and Remediation of Phonological Disorders*, Havre Public Schools (1988), Bear Paw Special Education Cooperative (1985), Great Falls Public Schools (1984), Billings Public Schools (1983), Helena Public Schools (1981).

Riley Robert Hawkins
18727 E Yale Circle
Unit A
Aurora Co. 80013
303 434-6039
rrhawkin@ msn.com

Professional Experience:

Jefferson County Public School District **08/02- Current**
School Social-Worker/ Intervention Services

- ❖ Service regular education and special education students at JHS.
- ❖ Conduct one-on-one student counseling sessions for resolutions.
- ❖ Develop written behavior plans/ collaborate with teachers
- ❖ Interact with Juvenile Justice, TANF, JCMHC and Social Services for Wrap-Around Programs.
- ❖ Assist in the development of IEP'S.
- ❖ Administer Assessment Scale Testing.
- ❖ Conduct group therapy sessions; anger management; grief and loss; smoking sensation; drug and alcohol abuse.
- ❖ Broker services for student outpatient therapy.
- ❖ Developed Student Diversity Program
- ❖ Founded TROOP (Total Respect of other People) Violence prevention step team
- ❖ Founded SPIN Non-Profit for braided services in surrounding feeder schools into JHS. www.positivespinmagazine.com
- ❖ Emergency Crisis Intervention/On Call
- ❖ Football/Track Coach
- ❖ Positive Behavior Support Coordinator
- ❖ Promote social change/and social justice
- ❖ Foster strong human relationships and empower students

Cobb County Juvenile Court, Marietta, GA **05/01 -**
08/02

Probation Officer I

- ❖ Meets with probationers and their families to assess risk factors.
- ❖ Monitors the progress made by probationers in meeting the terms of their probation.
- ❖ Prepare complaints filed for probationers who violate the term of their probation.
- ❖ Attends and participates in various staffing, mediations and group counseling sessions.
- ❖ Provides written summaries and files legal documentation for revocation hearings.
- ❖ Performs other related duties as assigned

Denver Treatment Center of Georgia
04/01

06/99 -

Day Treatment Coordinator

- ❖ Served as a mental health professional, Day Treatment Program Leader and as part of an interdisciplinary team for severely emotionally disturbed children.
- ❖ Engaged the client and significant others and performed in-depth interviews to assess the client's strengths and weaknesses.
- ❖ Coordinates the development of the client's treatment plan utilizing input from the client, client family and client's case manager.

Georgia Community Support and Solutions
10/00

04/99-

Case Manager/ Part-time

- ❖ Monitored a caseload of thirty-five developmentally disabled clients to assure that their needs were met academically and socially.
- ❖ Wrote treatment plans and assessments for Medicaid.

Mental Health Corporation of Denver, Denver, CO
04/99

03/96-

Mental Health Worker III, School Based Therapist

- ❖ Provided mental health services in a school-based health clinic.
- ❖ Provided crisis management, individual group, families and case management services.
- ❖ Focused on serving youth at risk due to behavior and psychiatric disorders.
- ❖ Developed and implemented mentoring program in school and community (Y.U.M.I.T. Young Urban Men in Training).

Adventures in Change,
After Care Program for Juveniles, Denver, Co
04/99

09/97-

Consultant/Youth Worker/ Part-time

- ❖ Work with adjudicated males between ages 13 and 18.
- ❖ Developed and individualize treatment plans.
- ❖ Help treatment staff in the provision of effective types of intervention.

Resources, Center for High-Risk Youth, Denver, CO
08/98-04/99

Outpatient Therapist/ Part-time

- ❖ Individual therapy for high-risk youth.
- ❖ Support and therapy for family members of high-risk youth.

University of Kentucky Athletics Association, Lexington, Kentucky
9/93-6/95

Center for Academic and Support Services Assistant

- ❖ Monitored the academic progress of over 50 student athletes.
- ❖ Organized and conducted tutoring sessions.

- ❖ Organized study hours, breakfasts and class checks.
- ❖ Prepared written reports for coaches, administrators and families.
- ❖ Monitored dormitory behavior and areas of discipline.
- ❖ Serviced as counselor for student athletes.

Adams County Mental Health Center, Denver, CO

8-

84/2-93

Case Manager/ Clinician

- ❖ Managed a caseload of 30 acute and chronic mentally ill adults
- ❖ Conducted one-on-one counseling sessions.
- ❖ Coordinated and managed funding for Medicaid and Medicare
- ❖ Prepared written assessments on patients' behavior, progress and mental status.
- ❖ Designed programs for individual needs as Therapist of record.
- ❖ Implemented behavior modification programs for individual patients.
- ❖ Managed group therapy efforts to give clients insight on mental illness.
- ❖ Initiated and served as Editor of internal newspaper project for patients
- ❖ Recipient of State award for newspaper project.

Community/Volunteer Accomplishments

- 8th Round Draft Choice by NFL (Oakland Raiders)
- Charlotte Court Community Empowerment Program Coordinator
- Family Preservation Family Support Collaborative board member.
- Recipient of Outstanding Contribution to Diversity Award for JEFFCO 2005/2006
- Wayne Carl Award for Diversity 2008
- School Social Worker of the Year Award for Educators Salute to Excellence in Education Scholarship and Awards Gala 2013
- Awarded Grant from the Daniels Fund foundation /Street Credit Class Character Education and Ethics /Students earn .5 credit hours

Education

University of Phoenix, Lone Tree Colorado
Certification Principal Licensure Current - 7-2008

University of Kentucky, Lexington, Kentucky
Master of Social Work, May 1995

University of Kentucky, Lexington, Kentucky
Bachelor of Art in Education, 1980

References

Available upon request

LOREN E. HUWA

EDUCATION

Western State College

Gunnison, Co. B. A. Music Education

University of Phoenix

Denver, Co. M.A. Education/Curriculum and Instruction

Work History

- 2010-Present—Principal South Lakewood Elementary
- 2006-2010 --Assistant Principal O'Connell Middle School
- Director of Instrumental Music O'Connell Middle School
- Owner/Operator regional business Denver, Colorado
- Director of Bands and Orchestras at Centaurus High School
- Director of Bands Delta Middle and Delta High School Grades 6-12

- **SPECIAL QUALIFICATIONS**

- International Baccalaureate Training Levels 1, 2, 3 for Heads of Schools
- International Baccalaureate Training in Special Needs Level 3
- International Baccalaureate Training Humanities Level 2
- International Baccalaureate Training Standards Based Assessment
- Extensive experience with team teaching strategies, curriculum development, staff evaluations, school and district budget allocations,
- Extensive experience with budgets, inventory, purchasing, personnel, insurance, conflict management, employment regulations, advertising, and resource allocation.
- Organizational skills, staff development, Master Scheduler, State conventions, business training seminars, sales meetings, educational training seminars.
- FEMA trained for school safety

- **Special Awards**

- 2016 Jan Harp Domene Diversity and Inclusion Award-National PTA
- 2017 Jefferson County Public Schools Wayne Carle Diversity Award
- 2016 Colorado Department of Education High Achieving School.—Special recognition-Growth for IEP, ELL, Free & Reduced, and Minority students
- Value Award From South Lakewood Elementary “Exemplary Performance”
- Value Award From O'Connell Middle School “Integrity”
- Who's Who in Americas Teachers
- Who's Who in American Business

Enhanced Scheduling Training

1. Campus New Schedulers
2. Campus Basics
3. Campus 2 day schedulers
4. Middle School Scheduler
5. Master Schedule Worksho

Donna Bright

800 N Washington St #1102 Denver CO, 80203 – Phone: 303-960-3772 –
donnambright@msn.com

Summary of Skills

- Knowledgeable and effective educator with 20 years of experience teaching, coaching, and leading in Colorado
- Focus on evidence-based best instructional practices and data in literacy tied to student achievement
- Problem-solver and collaborator seeking to include all voices in educational conversations
- Data-based decision maker in planning and implementing objectives for students
- Quickly adapts to new situations; a “sense-maker” for all stakeholders

Work Experience

Colorado Department of Education 2013 to 2018
Principal Consultant Office of Literacy
Manager Office of Literacy

Job Responsibilities

- Implementation and management of a 5-year Statewide Literacy Assessment Grant to support The READ Act including principal and district leadership training and support
- Communicate, support and work with districts and schools regarding evidence based literacy practices, assessment and data interpretation to inform next steps, state-wide data collection
- Collaborate with offices across CDE to support districts in best practices aligned to research for student achievement in literacy
- Support districts and school with feedback in the unified improvement planning process
- Co-create and support differentiated assessment options in the READ Act with the Exceptional Student Services Unit
- Manage and evaluate Office of Literacy staff within the P-3 Office
- Develop and coordinate statewide support resources
- Coordinate statewide review of programs and assessments aligned to The READ Act

Jefferson County Public Schools – 2000 to 2013

District Strategic Compensation Master Teacher 2011 - 2013

Instructional Coach 2008 to 2011

Title I Reading Interventionist 2003 to 2008

Special Education Teacher 2000 to 2003

Master Teacher Responsibilities

- Collaborate to support leadership teams and support K-5 best instructional practices
- Analyze school data to inform UIP focus
- Collaborate and coordinate research-based professional development aligned to the UIP
- Coordinate, develop and facilitate monthly team release times with the focus of strategies and instruction leading to improved student achievement
- Facilitate the consistent use of the Data Decision Making Model and continue to link the next steps to the work of the school goal, the team goal, and the individual goal
- Collaborate with mentor teachers and instructional coach to provide coaching, mentoring, planning and feedback for teachers

- Contribute to the trust and credibility of the leadership team in the building
- Co-plan units of instruction with teachers to embed strategies that insure rigorous core instruction for learners
- Observe lesson delivery and provide feedback to teachers facilitating growth and changes in instructional practices
- Collaborate and coordinate with district resources to provide support for teachers

Jefferson County Public Schools - Jefferson High School, Deaf and Hard of Hearing Program 1999 - 2000

Boulder Valley Public School - Southern Hills Middle School, Deaf and Hard of Hearing Program 1998 - 1999

Albuquerque Public Schools - Del Norte High School, Deaf and Hard of Hearing Program 1994-1998

Recent Professional Development

- Statewide Professional Development - 2013-2017
 - Early Childhood LETRS Training; LETRS Training Modules 1-10, Foundational Literacy Instruction, and Early Literacy Data Decision Making
 - National Conferences: Plain Talk, International Dyslexia Association Conference, Excellence in Education State Convening Conference
- District Strategic Compensation Professional Development - 2011-2012
 - Various staff developments including effective teaming, building trust, effective conversations, effective facilitation, difficult conversations, and continued coaching development
- District On-line class - Cornerstone Writing Genre - Fall 2011
- The Leadership and Learning Center Data Team Summit - June 2010
- The Leadership and Learning Center 90-90-90 Summit - April 2010
- Common Formative Assessments - Laura Benson Leadership and Learning Center - August 2010
- International Baccalaureate - Heads of School, Language Arts Content and Evaluation and Assessment
- Read 180 - ongoing district training
- National Advisory Panel for Scholastic Press System 44 - April 2010
- Ramp Up Mathematics - ongoing district training

Education

University of New Mexico , Albuquerque, NM	1992-1994
• Special Education licensure	
University of Colorado , Boulder, CO	1985-1987
• Master of Arts in Audiology	
New Mexico State University , Las Cruces, NM	1981-1985
• Bachelor of Arts in Communication Disorders	

Additional Skills

- Proficient in Microsoft Office Suite, Web Content Coordinator using Drupal, Salesforce Trainer for Unit
- Fluent in American Sign Language

Community Experiences:

Rocky Mountain Deaf School - School Board member and President	2000-2003
Rocky Mountain Ukulele Orchestra - Volunteer Coordinator	2012 - present

Jill Hafey

124 Buckley Road * Craig, CO 81625 * 970-629-2265 * jill.hafey@moffatsd.org

Enthusiastic leader with a PASSION and COMMITMENT to STUDENT SUCCESS, and EXCELLENCE

**2017 Colorado Governor's Award Winner
Leading School in ELA Growth
Ranked 17th in the state for Math Growth**

2018 Outstanding Administrative Leadership in Reading Award

Dedicated, Servant Leader with proven ability to: Ensure a school culture that encourages continuous improvements for students and teachers; provide a welcoming environment for students, parents/community; lead staff to an aligned curriculum and build concept based units; develop an environment that encourages open collaborative communication with colleagues, students, and community; build and support a Professional Learning Community that builds leaders of leaders; mentor/coach of educators in the development and implementation of class instruction, lesson plans, classroom management, and student assessment in conjunction with state learning standards; build staff morale and trust; create and monitor policies and practices that promote a safe learning environment, and restore hope.

Areas of Excellence:

*Passionate for student success Leader	*Performance Management	*Curriculum
*Inspirational for Staff and Students Evaluation Tool	*Data-Driven Decision Making	*Teacher
*Effective Communication Skills *Resourceful	*Prioritizing	
*Student-Centered Instruction Building	*Differentiated Instruction	*Team
*Classroom Management Management	* Reflective	*Fiscal
	*Servant Leadership	

PROFESSIONAL EXPERIENCE

**Schools Cubed Reading Consultant
For Adams 14 - Dupont Elementary
June 2018- Present

Working with elementary schools that are under- or low-performing to create self-sustaining, high-achieving systems; Empowering schools to create systems, structures and strategies for effective and high achieving school status; Coaching/Modeling practical strategies for leveraging learning to develop flexible instructional groups and setting goals; Suggest/Lead school leaders to ways that ensure their students the ability to build strong early literacy skills that spark a love of reading; Provide targeted tools to help support a culture of rigorous literacy instruction.

Sunset Elementary Principal

****2014 - Present**

Strategic District Team Member; DPPEC District Team Member; Technology District Team Member; District Calendar Team Member; Curriculum (Adaptive) Committee; Ensuring student success, development, and excellence grades K-5th; Hire new teaching and support staff; MAPS, PARCC, and the

*Jill Hafey * Page 3 * 970-629-2265 * jill.hafey@moffatsd.org*

Colorado Growth Model data analysis facilitator/leader; Support and guide collaborative deep planning sessions weekly; Facilitate and Create a Student Centered Coaching model; Member of IEP, ILP, ELL and ALP meetings; Responsible for 504 documentation and up-keep; Attendance/Tardy Officer; Build positive relationships with students and parents through discipline, Restorative Justice practices; Creating Behavior Support Plans and/or Re-Entry Plans, or Remedial Plans when necessary; Mentor of certified and non-certified staff through the evaluation process; Positive Culture Cultivator among staff, parents, and students; Host/Lead Data Dialogue month meetings with staff monthly around Dibels growth

Craig Middle School

Assistant Principal

****2008 - 2014**

DPPEC District Team Member; Scheduling Team Facilitator; Interventionist Team Member; Interagency Team Member; Ensuring student success, development, and excellence grades 6th-8th; Hire teaching and support staff; MAPS, CSAP, and the Colorado Growth Model data analysis facilitator/leader; Support and guide collaborative meetings weekly; Member of IEP, ILP, and ALP meetings; Responsible for student accommodations school-wide; Manage and communicate discipline, attendance and tardy policies with student and parent and the courts when necessary; Partner with Diversion/Probation, and DSS in order to support students needs; Build positive relationships with students and parents through discipline; Creating Behavior Support Plans and/or Re-Entry Plans, or Remedial Plans when necessary; Building self-esteem, correcting negative behaviors, and supporting positive behaviors with teachers and counseling department - relationship building; Knowledge of ISST; Mentor of certified and non-certified staff through the evaluation process; Daily Walk-Throughs, Frequent teacher dialogues and goal setting; Induction Mentor for new teachers in building; Facilitator of staff meetings; Management of daily school activities; build, support, coach new programs (ie Every Child A Writer, Atlas Rubicon, Teacher Evaluative Tool, SLO's, building UBD units, etc); Active member of the yearly budget process - district and school level; Helped to facilitate the move into the new building and accommodate issues associated with the move; Participant in after school activities - sports, dances, Girls on the Run, Walking Club; Managed all sport schedules, coaches (hiring, letting go, evaluations), eligibility, officiating, worker support, athletics budget, and parent/athlete concerns, concessions

Moffat County School District ELL Coordinator, Elementary Schools

**** 2006 to 2008**

Primary job was to craft a district-wide coordinated effort to align the ELL program across

the district by NEP, LEP, FEP needs, by grade level, by Language Arts and English Language Development

Standards, and by setting common goals; Collaborated with classroom teachers to design and implement instructional plans in order to build language and understanding within the regular education classes; Scheduled support within the classrooms with ELL needs as well as scheduled one on one pull-out models for those NEP students; Responsible for CDE ELAP requirements; Educated staff on the No Child Left Behind requirements for ELL students; Developed partnerships among classroom teachers and provided professional development; Served as an advocate for the ELL students and families; Maintained and updated the ELAP files at each of the elementary schools (East, Ridgeview, and Sunset); Analyzed and reported to each staff Adequate Yearly Progress (AYP), Annual Measurable Achievement Objective (AMAO's); Mentored and coached staff in Instructional Strategies, Literacy, Cultural needs, and Assessing ELL students; Met with other professionals to discuss individual students' needs and

*Jill Hafey * Page 3 * 970-629-2265 * jill.hafey@moffatsd.org*

Elementary Teacher at Ridgeview Elementary, 3rd and 4th grade

**** 1998 to 2006**

**** 2005: Thelma Pett Continuing Education Award**

Led 3rd and/or 4th grade students to reach their optimum success potential; Established clear objectives for all lessons, units, and projects, and then communicate those objectives to both students and parents; Adapted teaching methods and instructional materials to meet students' varying needs and interests - Differentiated Instruction; Observed and evaluated students' performance, behavior, and social development; Prepared, administered, and graded tests and assignments in order to evaluate students' progress and made timely adjustments in my lesson plans; Prepared and implemented remedial programs for students requiring extra help; Collaborated with other staff members to plan and schedule lessons promoting learning, following approved curricula; Met with other professionals to discuss individual students' needs and progress (ie SPED); IEP Accommodations/Modifications for Specific Students; Administered standardized ability and achievement tests, and interpreted results to determine student strengths and areas of need (ie BRI, MAPS, AR, CSAP, etc); Selected and used training/instructional methods and procedures appropriate for the situation when learning or teaching new things; Built and utilized the Essential Learnings for grades 3 and 4; Conferred with parents, teachers, counselors, and administrators in order to resolve students' behavioral and academic problems (ie TAT, SIT, BAT teams); Met with parents to discuss their children's progress, and to determine their priorities for their children; Established and enforce rules for behavior and procedures for maintaining order among the students for whom they are responsible; Attended professional meetings, educational conferences, and teacher training workshops in order to maintain and improve professional competence; ; Mentored new teachers. Attended staff meetings, and served on committees as required and /or needed (ie Served on the Report Card Committee as well as piloted for the district, Inspiration Team, Critical Friends, etc)

EDUCATION

Walden University, Minneapolis, MN,

***Master of Science**

Mesa State College, Grand Junction, CO

***Bachelor of Arts in English**

***Elementary Endorsement**

SPECIALIZED TRAINING

***SB 191, Teacher Evaluation **Adaptive Schools **Project Lead the Way **Cognitive Coaching **Nancy Fetzner **Alpine Achievement. **Student Centered Coaching **Understanding By Design (UBD) ** SLO's **Curriculum Alignment, UBD **Infinite Campus **Gaggle **Atlas Rubicon **Every Child A Writer **6-Trait Writing **Soar to Success **CCC Software **Accelerated Reading/Math **Basic Wilson Language **Individualized Instruction for Readers at Risk **BRI, Basic Reading Inventory**IRI **DIBBLES **MAPS Testing, extracting Data **Essentials for Grade Level Disciplines **Professional Guide for Teaching Evaluation Tool **PARCC ** CELAPro Training of Trainers Model **Accelerated Second Language and Literacy Development **Strengthening the Literacy and Academic Performance of your ESL Students ** Sheltered English Instruction for the Elementary Classroom **Data Walks Training **Differentiated Instruction **Using the Computer to Enhance Instruction and Learning **Smart-Board **Bully Prevention **Integrated Technology and Student Achievement*

Effective Schools Evaluation

This tool is designed to be used in collaboration with school administrators in state personnel to evaluate the effectiveness of systems and structures

Rating Scale: 0 = No evidence; 1 = Basic; 2 = Effective; 4 = Exemplar

Collaboration: Various aspects of collaboration are evident. Teachers have time to discuss student data, plan lessons and engage in professional dialogue. Shared leadership is in place by an active building achievement, determine professional development, discuss building resources and practices for improvement. Representation is comprised of various grade levels/teams/departments, an administrator, and		
Evaluation Criteria	1	2
Dialogue of team meetings is focused on instruction and is specific, attainable, and results oriented.	Dialogue is focused on instruction, but may not be specific, attainable, and/or results oriented	Dialogue is consistently focused on instruction and is specific attainable, and results oriented
Team’s focus is proactive, concentrating on data and future planning; little time is spent on reacting to current school crisis or needs that do not relate to the team.	Focus is scattered, time is spent during SLT meeting pulling data reports	Data is prepared prior to the meeting and agenda is results oriented
Team dialogue and exchange develops new team understandings regarding professional practices and enhanced student outcomes.	Team members are not comfortable sharing data with other teachers or conversations are dominated by a few	Team norms are in place to allow for learning from one another and they have an understanding that dialogue is about improvement
School data is a regular focus of meetings. Benchmark/progress monitoring results for both school-wide and each grade-level/team/departments are a discussion topic at least 3-4 times a year.	SLT members look at one data set (either school-wide or grade-level) and are working toward analyzing both	A consistent data protocol(s) is used to analyze both grade-level and school-wide data
Members review data regularly to determine that particular sub-groups of students are or are not making expected progress. Further action statements are developed.	Sub groups are broken out	PD is developed that aligns to sub group trends
Members complete tasks effectively & on schedule.	Data protocols being used have a line item that tracks tasks for follow through	Each SLT meeting begins by reflecting on the tasks flagged for follow through at the previous meeting
Members place highest priority on team/school success.	Team members participate in the SLT out of a sense of duty	Team members are eager to participate and take responsibility for school success
Members hold each other accountable for their performance and for results.	Members occasionally hold each other accountable for performance or results and are working towards both	Members routinely hold each other accountable for their performance and results.

Team has well-defined and attainable goals and expectations.	The team has set achievment goals but they are not attainable or may not be tied to the school improvement plan	The team is able to articulate the achievment goals and is clear on their connection to the school improvement plan. They can articulate how they will be measured
Team follows effective meeting practices (e.g., meetings begin with a check-in of prior meeting's to-do lists, clear objectives, agenda, stays on task, appropriate time management, establishes decisions and dialogue within the agenda, and documentation).	Principal leads the SLT meeting, sets team norms, and established meeting protocol	A good organizational structure is in place that includes an agenda, protocol, time on task, note taking, and decision making process.
Agenda is communicated, all participants have input and action steps, and due dates and responsibilities are followed through.	Team members receive the agenda when they arrive at the meeting	Team members have input into the agenda items
Members review fiscal resources to ensure supports for improvement are targeted and aligned to the school's goals.	Members have little knowledge of the fiscal resources and/or the school's improvement plan	Members review fiscal resources and alignment to the school's improvement plan annually
All stakeholders readily understand and believe the schools' guiding principles/values and vision.	The mission and vision statement has not been updated and most staff members do not know what it is.	There is a mission and vision statement but not guiding principles.
Totals:		

ion Tool

collaboration with consultants and / or district or
res implemented within a school setting.

g leadership team with the result of establishing a positive organizational climate. The BLT serves the purpose of leading the school’s efforts to increase student a representative of teachers working with students receiving interventions.	
3	4
School/department goals are in place and progress towards those goals is routinely monitored	Resources and instruction have been altered to effectuate change
Data is routinely used throughout the all conversations and all members understand its use	SLT is well aware of school data and have a sense of urgency regarding improvement
New team understandings about instruction and student progress are used to make goals and take action	New understanding are shared out by SLT members to their constituents
Data is prepared in advance, members are able to analyze grade-level and school-wide data. The team identifies instructional changes based on that data and shares out with appropriate constituents.	SLT members analyze the effectiveness of the instructional changes that are implemented and seek additional support as needed
Next steps are developed based on PD and data and subgroup analysis is routine	Data indicates that achievement gaps are closing based on action steps
Follow through is routine and members understand their responsibility	Members own the follow through steps, feel a sense of urgency and come prepared to every meeting to discuss
Commitment to success is apparent and members consistently show a passion for seeing success	A common vision is shared and owned by all staff (not just SLT members)
Accountability results in action steps and leads to a shared vision	Accountability and collaboration lead to a culture of high success

The team regularly evaluates progress towards goals and continues to set appropriate action steps	Goals and goal attainment are consistently shared out with constituents
SLT meeting follows a specific protocol, has established norms, all members have equal voice and can effectively represent decisions to all staff members with professionalism	Strong 2-way communication is established and followed. Each team member is clear on whom they represent and what information is shared and/or gathered
The entire school has input into agenda items	Outcomes of meeting are shared with entire staff
Members regularly review fiscal resources and alignment to the school's improvement plan and current data	Members regularly review fiscal resources and alignment to the school's improvement plan and give input into action steps
There is mission and vision statement and guiding principles that were created by the majority of the staff.	There is mission and vision statement and guiding principles that were created by the majority of the staff. The vision and guiding principles are referred and reviewed each year to ensure the school/district is on the right track.

LITERACY EVALUATION TOOL

Universal Instruction: There is evidence that substantiates every student is receiving effective, differentiated Tier I core literacy instruction from high-quality research-based curricula and instructional strategies aligned to the Common Core. In K-5 literacy instruction, there needs to be evidence that the foundational skills are being taught.

Evaluation Criteria	Documentation of Evidence	0=Not started 1=Implementing 2= Refining 3=Full Implementation 4=Innovating & Sustainable
1. Students receive at least 90 minutes of research-based reading instruction daily, through 5 th grade.		
2. Teachers incorporate use of the Common Core Standards related to literacy in their daily instruction.		
3. Teachers demonstrate an understanding that literacy instruction includes both knowledge- and skill-based procedures.		
4. The 5 components of literacy are taught daily in a systematic and explicit manner utilizing a research-based scope and sequence, with an appropriate depth and complexity.		
5. Literacy is taught daily in both differentiated whole group and small group formats based on students' needs.		
6. Small group instruction is targeted and based on student need (including acceleration) and is of long enough duration for students to demonstrate mastery of the targeted skills/concepts.		
7. Lesson objectives are clear, transferable, and communicated to students in a manner that is understandable.		

8. Instructional conversations routinely take place among instructional coach/ principal, interventionists, and classroom teachers after each benchmark assessment.		
9. High-quality, research-based instructional materials for varied learning levels are readily available to teachers and students, and teachers are prepared to use the materials daily.		
10. Technology is used to support and/or accelerate student learning and is aligned with the instructional focus.		
11. Literacy instruction is based on scientifically-based research that is reflective of the population of students and is implemented with fidelity.		
Total:		

Interventions – Additional instruction is provided to students that is designed to meet their specific needs while at the same time accelerating their growth toward grade-level benchmarks. Students needing acceleration also receive appropriate interventions to accelerate grade level proficiency.		
Evaluation Criteria	Documentation of Evidence	0=Not in place 1=Partially in place 2=Fully in place
1. All students who are below benchmark receive interventions daily.		
2. Interventions for students range from an additional 15-60 minutes of literacy instruction per day and is based on the identified need of the students.		
3. Students who are above grade level receive daily extended learning opportunities or acceleration as needed.		
4. Interventions are focused, with and delivered with an intensity to ensure student mastery of the skill/concept.		
5. Interventions are delivered in a small-group format with the appropriate level of intensity based on the needs of students.		
6. The focus of intervention changes based on information gleaned from most recent progress monitoring assessment.		
7. Intervention materials are readily accessible to teachers and students and are appropriate, purposeful, targeted to students' needs, and aligned with core/universal programming.		

8. Students who are below grade level are considered through the Rtl process.		
Total:		

Assessment: Valid and reliable instruments for screening and progress monitoring reading achievement are identified and are used to guide instruction. Procedures for using assessments are clearly specified and are used at a minimum of 3 times a year and more often for students reading below grade level.

Evaluation Criteria	Documentation of Evidence	0=Not in place 1=Partially in place 2=Fully in place
1. A school-wide assessment calendar is shared with staff and adhered to consistently, including screening, progress monitoring, and summative assessment testing dates.		
2. Within the first 30 days of enrollment, a universal screener is given to all students to identify those who may be reading above and below expectations based on established goals for the assessment. If the universal screener indicates that a student is below benchmark, plans are immediately developed in collaboration with parents to remediate any reading difficulties.		
3. Students identified as needing targeted interventions are progress monitored monthly on a consistent basis.		
4. Students identified as needing intensive interventions are progress monitored minimally, every two weeks on a consistent basis.		

5. Students identified as having reading difficulties have been given a valid and reliable diagnostic assessment to identify specific instructional need.		
6. Students identified as reading above expected goals are progress monitored to ensure expected growth is taking place to maintain or exceed grade level proficiency.		
7. Assessors receive on-going, job-embedded professional development related to assessment administration to ensure data is valid and reliable, and fidelity of assessment administration is routinely verified (e.g., checklists, observations).		
Total:		

School Leadership Team (SLT): An SLT serves the purpose of leading the school's efforts to embed the essential components of reading instruction into all elements of the school's structures and developing and updating the PD plan related to literacy assessment and instruction. Representation is comprised of various grade levels, an administrator, and a representative of teachers working with students receiving interventions.

Evaluation Criteria	Documentation of Evidence	0=Not in place 1=Partially in place 2=Fully in place
1. Dialogue of team meeting is focused on literacy instruction and is specific, attainable, and results oriented.		
2. Team's focus is proactive, concentrating on data and future planning; little time is spent on reacting to current school crisis or needs that do not relate to the team.		
3. Team dialogue and exchange develops new team understandings about literacy for their school environment.		
4. School data is a regular focus of meetings. Progress monitoring results for both school-wide and each grade-level team are a discussion topic at least 3-4 times a year.		
5. Members review data regularly to determine that particular sub-groups of students are or are not making expected progress. Further action statements are developed.		
7. Members complete tasks effectively & on schedule.		
8. Members place highest priority on team/school success.		
9. Members hold each other accountable for their performance and for results.		
10. Team has well-defined and attainable literacy goals and expectations.		

11. Team follows effective meeting practices (e.g., meetings begin with a check-in of prior meeting's to-do lists, clear objectives, agenda, stays on task, appropriate time management, establishes decisions and dialogue within the agenda, and documentation).		
12. Agenda is communicated, all participants have input and action steps, and due dates and responsibilities are followed through.		
13. Members review fiscal resources to ensure supports for literacy improvement are targeted and aligned to the school's goals.		
Total:		

Professional Development: Professional development (PD) is an integral part of the school-wide system for increased literacy achievement. Professional development includes the skills and knowledge gained in an effort to improve teaching and is aligned to research-based principles and instructional practices.

Evaluation Criteria	Documentation of Evidence	0=Not in place 1=Partially in place 2=Fully in place
1. School PD decisions are based on research and data and are made with a collaborative, representative process through the work of the School		

Leadership Team.		
2. On-going, job-embedded professional learning is provided in many ways to meet varying staff needs and includes peer observation.		
3. School leaders regularly encourage teachers to improve instruction regarding literacy after observing frequently and providing specific feedback.		
4. Teachers receive on-going, job-embedded professional development on the instructional materials that are used for all three tiers of instruction as relevant to each teacher's usage.		
5. PD is determined to be high quality and is research-based. Staff knows the specific effectiveness behind the research.		
6. In order to establish trends, multiple sources of school data are used when planning and implementing professional development.		
7. PD changes classroom practices, is based on research and best practices with a rich understanding of the contexts in which these practices have been successful.		
8. PD is aligned to the goals outlined in the school's improvement plan.		
9. Structures are in place for providing on-going, job-embedded professional development for new staff members.		

10. Professional development supports sustainability of school-wide systems for teaching literacy.		
Total:		

Data-Based Decision Making: Improving literacy achievement is urgent and is a shared school vision based on the current state of literacy achievement. Discussions regarding literacy data are a regular part of the school climate.

Evaluation Criteria	Documentation of Evidence	0=Not in place 1=Partially in place 2=Fully in place
1. A data collection system is in place, and technology support is available for continuous access of the data system.		
2. The school dedicates sufficient time (e.g. 45 minutes each week) for teams to work together as part of the regular daily schedule.		
3. A data protocol that teachers readily understand is used consistently. The protocol is used to inform instructional changes/adjustments when the data demonstrates changes are necessary at the student, classroom, and/or school level.		
4. Teams use data, and the data are disaggregated by trends, sub-groups, and individual students.		
5. Teams create end-of-year reading achievement goals and progress monitor the goals through-out the year.		
6. Teams discuss instructional strategies based on an analysis of the data and commit to action		

steps.		
7. Administrators demonstrate an understanding of the importance of data meetings, always attend a portion of the meetings, and regularly participate while in attendance.		
8. Administrators readily know the reading achievement levels of each grade level and use necessary supports, teacher evaluation and professional development, to ensure increased achievement in each grade level.		
9. Teams look at data, value the discussions during their team time, and express a sense of urgency for improving student achievement.		
Total:		

Community and Family Involvement: Community and family involvement contributes to the social, emotional, physical, academic, and occupational growth of children. Successful involvement is dependent on collaboration among youth, families, schools, businesses, and agencies.

Evaluation Criteria	Documentation of Evidence	0=Not in place 1=Partially in place 2=Fully in place
1. Literacy goals of the school are effectively communicated to parents and other stakeholders in the community in a manner that parents and stakeholders are able to comprehend.		
2. Parents and community members are engaged as partners in ways that are culturally and linguistically responsive.		
3. Parents are regularly informed of literacy expectations and are updated on individual student progress toward meeting those expectations.		
4. Parents of students with reading difficulties are updated on progress regularly.		
5. Families and community members are welcomed as partners to maximize student literacy learning.		
6. Local resources that support literacy activities are recognized and encouraged.		
Total:		

Instructional Practices: There is evidence that substantiates there is a laser-look focus on what students need to learn and is provided through high-quality, research-based instructional practices that are aligned to the state standards.		
Evaluation Criteria	Documentation of Evidence	0=Not in place 1=Partially in place 2=Fully in place
1. Teachers incorporate use of the State Standards in each core content area.		
2. Teachers use research-based strategies, including explicit instruction to teach the curricula.		
3. Teachers implement the use of problem-based learning after content has been explicitly taught (Grades 4 and up.)		
4. Lesson objectives/targets are clear, transferable, and communicated to students in a manner that is understandable.		
5. Instructional conversations routinely take place among instructional coach/ principal, classroom teachers after each benchmark assessment. To also include in special education or intervention personnel.		
6. High-quality, research-based instructional materials are readily available to teachers and students, and teachers are prepared to use the materials daily.		
7. Technology is used to support and/or accelerate student learning and is aligned with the instructional focus.		
8. Instructional time is maximized and there is		

Effective Schools Evaluation Tool

This tool is designed to be used in collaboration with school administrators in collaboration with consultants and/or district or state personnel to evaluate the effectiveness of systems and structures implemented within a school setting.

Data-Based Decision Making: Improving student outcomes is urgent and is a shared school vision based on the current state of achievement. Discussions regarding student data are a regular part of the school climate.		
Evaluation Criteria	Documentation of Evidence	0=Not in place 1=Partially in place 2=Fully in place
1. A comprehensive assessment system is in place that measures students' progress toward state standards.		
2. A data collection system is in place, and technology support is available for continuous access of the data system.		
3. The school dedicates sufficient time (e.g. 45 minutes each week) for teams to work together as part of the regular daily schedule.		
4. A data protocol that teachers readily understand is used consistently. The protocol is used to inform instructional changes/adjustments when the data demonstrates changes are necessary at the student, classroom, department, and/or school level.		
5. Teams use data, and the data are disaggregated by trends, sub-groups, and individual students.		
6. Teams create end-of-year achievement goals and progress monitor the goals through-out the year.		
7. Teams discuss instructional strategies based on an analysis of the data and commit to action steps.		
8. Administrators demonstrate an understanding of the importance of data meetings, always attend a portion of the meetings, and regularly participates while in attendance.		
9. Administrators readily know and/or access the achievement levels of each grade/team/department and use necessary supports, teacher evaluation and professional		

development, to ensure increased achievement in each grade/team/department.		
10. Teams look at data, value the discussions during their team time, and express a sense of urgency for improving student achievement.		
Total		

Collaboration: Various aspects of collaboration are evident. Teachers have time to discuss student data, plan lessons and engage in professional dialogue. Shared leadership is in place by an active building leadership team with the result of establishing a positive organizational climate. The BLT serves the purpose of leading the school's efforts to increase student achievement, determine professional development, discuss building resources and practices for improvement. Representation is comprised of various grade levels/teams/departments, an administrator, and a representative of teachers working with students receiving interventions.

Evaluation Criteria	Documentation of Evidence	0=Not in place 1=Partially in place 2=Fully in place
1. Dialogue of team meetings is focused on instruction and is specific, attainable, and results oriented.		
2. Team's focus is proactive, concentrating on data and future planning; little time is spent on reacting to current school crisis or needs that do not relate to the team.		
3. Team dialogue and exchange develops new team understandings regarding professional practices and enhanced student outcomes.		
4. School data is a regular focus of meetings. Benchmark/progress monitoring results for both school-wide and each grade-level/team/departments are a discussion topic at least 3-4 times a year.		
5. Members review data regularly to determine that particular sub-groups of students are or are not making expected progress. Further action statements are developed.		
7. Members complete tasks effectively & on schedule.		
8. Members place highest priority on team/school success.		
9. Members hold each other accountable for their performance and for results.		
10. Team has well-defined and attainable goals and expectations.		
11. Team follows effective meeting practices (e.g., meetings begin with a check-in of prior meeting's to-do		

lists, clear objectives, agenda, stays on task, appropriate time management, establishes decisions and dialogue within the agenda, and documentation).		
12. Agenda is communicated, all participants have input and action steps, and due dates and responsibilities are followed through.		
13. Members review fiscal resources to ensure supports for improvement are targeted and aligned to the school's goals.		
14. All stakeholders readily understand and believe the schools' guiding principles/values and vision.		
Percentage		

Time: The school and classrooms display evidence of a sense of urgency in increasing student achievement. "Instructional time is maximized by way of ready classrooms and ready teachers." Engaging strategies are observable throughout the building. There is an effective schedule in place that maximizes resources. Students who are in need of an intervention, receive an intervention. Before and after-school time is organized and considered so as to enhance student learning.

Evaluation Criteria	Documentation of Evidence	0=Not in place 1=Partially in place 2=Fully in place
1. Classrooms and teachers are organized and prepared for student learning before each class begins.		
2. Engaging student strategies are in place.		
3. There is an understanding that students participate in the learning process.		
4. All students in need of an intervention, based on a body of evidence that includes a benchmark assessment and state outcome assessments, receive interventions.		
5. There is an effective master schedule in place that maximizes the schools' human resources.		

6. There is an effective master schedule in place that maximizes instructional time.		
7. Before and/or after school time is utilized in a manner that effectively increases student achievement.		
8. Student disruptions are kept to a minimum so as to maximize instructional time.		
Percentage		

Safe and Orderly Environment: A positive school climate exists so that all students are successful at “doing” school as well as achieving in school.

Evaluation Criteria	Documentation of Evidence	0=Not in place 1=Partially in place 2=Fully in place
1. There are common behavioral expectations for school-wide practices and classroom practices.		
2. A school-wide discipline plan exists with consistent consequences		
3. The school-wide discipline plan is shared with parents and is readily accessible by faculty, students, parents and community members.		
4. There is a positive school culture toward student and teachers that is the result of a caring faculty, staff and students.		
5. Students are removed from school for behavioral		

consequences as a last resort		
6. All personnel have been trained in and know the behavioral expectations for students.		
7. There are practices in place that promote social and emotional learning.		
8. Collaboration exists with the school/district and local law enforcement agencies that includes outreach to students.		
9. Collaboration exists with any local agencies such as health and wellness, drug-prevention and social services that promote the positive well-being of students.		
10. Data is used to monitor the progress of discipline policies and changes are made to the plan when necessary.		
Total:		

Professional Development: Professional development (PD) is an integral part of the school-wide system for increased literacy achievement. Professional development includes the skills and knowledge gained to improve teaching and is aligned to research-based principles and instructional practices.

Evaluation Criteria	Documentation of Evidence	0=Not in place 1=Partially in place 2=Fully in place
1. School PD decisions are based on research and data and are made with a collaborative, representative process through the work of the School Leadership Team.		
2. On-going, job-embedded professional learning is provided in many ways to meet varying staff needs and includes peer observation.		
3. School leaders regularly encourage teachers to improve instruction regarding literacy		

after observing frequently and providing specific feedback.		
4. Teachers receive on-going, job-embedded professional development on the instructional materials that are used for all three tiers of instruction as relevant to each teacher's usage.		
5. PD is determined to be high quality and is research-based. Staff knows the specific effectiveness behind the research.		
6. In order to establish trends, multiple sources of school data are used when planning and implementing professional development.		
7. PD changes classroom practices, is based on research and best practices with a rich understanding of the contexts in which these practices have been successful.		
8. PD is aligned to the goals outlined in the school's improvement plan.		
9. Structures are in place for providing on-going, job-embedded professional development for new staff members.		
10. Professional development supports sustainability of school-wide systems for teaching literacy.		
Total:		

Community and Family Involvement: Community and family involvement contributes to the social, emotional, physical, academic, and occupational growth of children. Successful involvement is dependent on collaboration among youth, families, schools, businesses, and agencies.

Evaluation Criteria	Documentation of Evidence	0=Not in place 1=Partially in place 2=Fully in place
1. Literacy goals of the school are effectively communicated to parents and other stakeholders		

in the community in a manner that parents and stakeholders are able to comprehend.		
2. Parents and community members are engaged as partners in ways that are culturally and linguistically responsive.		
3. Parents are regularly informed of literacy expectations and are updated on individual student progress toward meeting those expectations.		
4. Parents of students with reading difficulties are updated on progress regularly.		
5. Families and community members are welcomed as partners to maximize student literacy learning.		
6. Local resources that support literacy activities are recognized and encouraged.		
Total:		

Evidence	Next Steps/Comments
<p>Instructional Practices 69% <i>There is evidence that substantiates there is a laser-look focus on what students need to learn and is provided through high-quality, research-based instructional practices that are aligned to the state standards.</i></p>	<p>Beginning with the 2018-19 school year, Perfect Elementary will work on the following areas in the topic of Instructional Practices:</p> <ul style="list-style-type: none"> ▶ Lesson objectives/targets are clear, transferable, and communicated to students in a manner that is understandable ▶ Teachers used research-based strategies, including explicit instruction to teach the curricula <p>Worth Noting: As a non-negotiable, the principal and mentor/ventionist has asked that focus walls be in place in every classroom....WONDERFUL idea. Those focus walls are now in place...teachers need to learn to refer back to those focus walls as a lesson is introduced and progresses. A brief power-point explaining how to create lesson plans has been provided to the principal and instructional coach.</p> <p><i>Please see additional notes for action steps prior to next visit</i></p>
<p>Data-Based Decision Making: 55% <i>There is evidence that substantiates there is a laser-look focus on what students need to learn and is provided through high-quality, research-based instructional practices that are aligned to the state standards.</i></p>	<p>Beginning with the 2018-19 school year, Perfect Elementary will work on the following areas in the topic of Data-Based Decision Making:</p> <ul style="list-style-type: none"> ▶ Data protocols and progress monitoring protocols will be put into place for the 2018-19 school year ▶ Instructional conversations routinely take place among instructional coach/principal, classroom teachers after each benchmark assessment. To also include in special education or intervention personnel

	<p>► Teams discuss instructional strategies based on an analysis of the data and commit to action steps.</p> <p>Worth Noting: Put into place the use of data protocols for both benchmark data and progress monitoring data. Begin to use the data protocol provided. Combine grade level teachers so that data meetings occur between teachers so that they may collaborate over ideas to brainstorm instructional strategies and develop action steps. Make sure that special education/interventions are a part of those conversations. Data protocols have been provided.</p>
<p>Collaboration 54% <i>Various aspects of collaboration are evident. Teachers have time to discuss student data, plan lessons and engage in professional dialogue. Shared leadership is in place by an active building leadership team with the result of establishing a positive organizational climate. The BLT serves the purpose of leading the school's efforts to increase student achievement, determine professional development, discuss building resources and practices for improvement. Representation is comprised of various grade levels/teams/departments, an administrator, and a representative of teachers working with students receiving interventions.</i></p>	<p>Beginning with the 2018-19 school year, Perfect Elementary will work on the following areas in the topic of Collaboration:</p> <p>► Team has well-defined and attainable goals for the 2018-19 school year</p> <p>► School data is a regular focus of meetings. Benchmark/progress monitoring results for both school-wide and each grade-level/team/departments are a discussion topic at least 3-4 times a year.</p> <p>Worth Noting: The building leadership team will closely monitor the data as the school year progresses. It has been suggested that the school incorporate some sort of visual sort for the students that are at the various instructional levels so that the BLT can closely know how the school is doing.</p>
<p>Time: 88%</p>	<p>Beginning with the 2018-19 school year, Perfect Elementary School will</p>

<p><i>The school and classrooms display evidence of a sense of urgency in increasing student achievement. "Instructional time is maximized by way of ready classrooms and ready teachers." Engaging strategies are observable throughout the building. There is an effective schedule in place that maximizes resources. Students in need of an intervention, receive an intervention. Before and after-school time is organized and considered to enhance student learning.</i></p>	<p>work on the following areas in the topic of Time:</p> <ul style="list-style-type: none"> ▶ Engaging student strategies are in place ▶ There is an understanding that students participate in the learning process. <p>Worth noting: An area that Perfect Elementary needs to work on is engagement strategies. About 50% of teachers are not using highly engaging strategies, which indicates teachers do not realize that students need to participate in the learning process.</p>
<p>Safe and Orderly Environment 90% <i>A positive school climate exists so that all students are successful at "doing" school as well as achieving in school.</i></p>	<p>Nothing at this time</p>
<p>Family and Community Involvement Details and action steps to implement prior to next visit:</p>	<p>Nothing at this time</p> <ul style="list-style-type: none"> ✓ Carmen and Toni either need a manual or a log-in or take lesson plans with you... ✓ Have teachers refer back to Focus Walls ✓ Begin to put efforts on small group instruction—whole group is 45 minutes ✓ Small group should only be literacy..... ✓ The kindergarten teachers are good enough that I would like to see them doing targeted universal instruction...using their data to determine who is going to answer questions, etc.... ✓ Wonder works for small group tier 2 ✓ Work on the design of the literacy block ✓ Carmen needs to make Riggs a priority. ✓ Make sure they are all using the

SCHOOLS CUBED
SCHOOL VISIT

PERFECT ELEMENTARY SEPTEMBER 11, 2018

little things from phonics Boost
and Blast

- ✓ Students need to be
reading...teacher models but kids
read...
- ✓ focus walls....clean, precise and
referred to
- ✓ Small Group needs to include
leveled text....
- Instead of popcorn reading...use
choral read, waterfall read,
partner read